



## Evaluation of the pilot introduction of education for Local and Global Citizenship into the revised Northern Ireland curriculum.

Niens, U., O'Connor, U., & Smith, A. (2009). *Evaluation of the pilot introduction of education for Local and Global Citizenship into the revised Northern Ireland curriculum*. Unknown Publisher.

[Link to publication record in Ulster University Research Portal](#)

### Publication Status:

Published (in print/issue): 01/01/2009

### Document Version

Author Accepted version

### General rights

Copyright for the publications made accessible via Ulster University's Research Portal is retained by the author(s) and / or other copyright owners and it is a condition of accessing these publications that users recognise and abide by the legal requirements associated with these rights.

### Take down policy

The Research Portal is Ulster University's institutional repository that provides access to Ulster's research outputs. Every effort has been made to ensure that content in the Research Portal does not infringe any person's rights, or applicable UK laws. If you discover content in the Research Portal that you believe breaches copyright or violates any law, please contact [pure-support@ulster.ac.uk](mailto:pure-support@ulster.ac.uk).



**EVALUATION OF THE PILOT INTRODUCTION OF  
EDUCATION FOR LOCAL & GLOBAL CITIZENSHIP  
INTO THE REVISED NORTHERN IRELAND CURRICULUM**

**UNESCO Centre, School of Education**

---

Cromore Road, Coleraine,, BT52 1SA  
T: 028 7032 3593 F: 028 7032 3021  
[unesco@ulster.ac.uk](mailto:unesco@ulster.ac.uk) [www.ulster.ac.uk/unesco](http://www.ulster.ac.uk/unesco)

## **CONTENTS**

### **Acknowledgements**

### **PART 1 SHORT REPORT 4-18**

- 1 Background
- 2 Summary of Main Findings
3. Summary of strengths and limitations
- 4 Summary of recommendations

### **PART 2 FULL REPORT 19**

#### **SECTION A: BACKGROUND AND CONTEXT 21**

- 1.1 Interpretations of citizenship
- 1.2 Citizenship and education
- 1.3 The Northern Ireland context<sup>1</sup>
- 1.4 The Conceptual Challenge
- 1.5 Focus of evaluation
- 1.6 The challenge of implementing Education for Local and Global Citizenship<sup>2</sup>

#### **SECTION B: METHODOLOGY 30**

- 2.1 Overview of the evaluation
- 2.2 Data collection
- 2.3 The pupil questionnaire
- 2.4 Teacher and school questionnaires
- 2.5 Case studies
- 2.6 Initial Teacher Education
- 2.7 In-service professional Development
- 2.8 ELB Officers
- 2.9 Summary of methodology

#### **SECTION C: DETAILED FINDINGS BY THEME 43**

Introduction  
Contextual note

##### **THEME 1: PREPARATION FOR INTRODUCING LOCAL AND GLOBAL CITIZENSHIP**

- 1.1 In-service training (INSET)
- 1.2 Specific programmes within Initial Teacher Education (ITE)
- 1.3 Support offered by Non Governmental Organisations (NGOs)
- 1.4 Resources

**THEME 2:**

**SCHOOL PROVISION FOR LOCAL AND GLOBAL CITIZENSHIP**

- 2.1 School provision and planning
- 2.2 Approaches to implementation
- 2.3 Profile of citizenship teachers

**THEME 3:**

**CLASSROOM RESPONSES TO LOCAL AND GLOBAL CITIZENSHIP**

- 3.1: Use of active methodologies
- 3.2 Preparation for using active learning
- 3.3 Active methodologies and classroom management
- 3.4 Active methodologies and pupil learning
- 3.5 Use of ICT

**THEME 4:**

**SCHOOL RESPONSES TO EDUCATION FOR LOCAL AND GLOBAL CITIZENSHIP**

- 4.1: Democratic practice
- 4.2: School councils
- 4.3: Pupil voice
- 4.4: School policies

**THEME 5:**

**REPORTED OUTCOMES OF EDUCATION FOR LOCAL AND GLOBAL CITIZENSHIP**

- 5.1: Teacher knowledge and understanding of aims and purposes
- 5.2: Pupil knowledge and understanding
- 5.3: Political literacy and trust in institutions
- 5.4: Association with identity (who you are)
- 5.5: Association with action (what you do)
- 5.6: Civic engagement

**THEME 6:**

**OPPORTUNITIES AND CHALLENGES OF LOCAL AND GLOBAL CITIZENSHIP**

- Theme 6.1: Potential impact of education for citizenship
- Theme 6.2: Perceived challenges

**SECTION D: RECOMMENDATIONS**

**121**

- Introduction
- 1 The Department of Education
- 2 Training and Support Agencies
- 3 The school environment
- 4 Future Research
- Conclusion

## **Acknowledgements**

We would like to express our enormous thanks to the teachers, pupils and principals of the 33 participating schools, and in particular to those schools that agreed to become the case study schools<sup>3</sup>. We are indebted to them for maintaining their contribution throughout the trial year and each year of Key Stage 3, for accommodating regular visits from the research team, for the completion of longitudinal questionnaires, for providing data from their schools, for responding to interviews and for their unfailing hospitality during this lengthy study.

We also wish to thank sincerely the many interviewees, in particular the Education and Library Board Support Officers for Citizenship, Initial Teacher Training colleagues and their students and the many teacher participants at INSET days who responded to our questions with such honesty, enthusiasm and goodwill.

This evaluation has benefited from the professional input of a range of people including:

Dr. Una O Connor  
Ms Carmel Gallagher  
Dr. Ulrike Niens  
Dr. Karen Beatty  
Professor Alan Smith

We are also grateful to Professor Gordon Rae for his professional advice on the quantitative data and the ongoing administrative support of Mrs. Barbara Rosborough.

Special thanks is extended to the Council for the Curriculum, Examinations and Assessment (CCEA) whose funding made this study possible and to several CCEA colleagues who provided advice and good counsel throughout, especially Mrs. Bernie Kells, Mr. John Mc Cusker and Ms. Clare McAuley.

---

<sup>3</sup> A list of the schools which participated are included at Appendix 1. The case study schools are highlighted.

**Part 1:**  
**SHORT REPORT**

## **1 BACKGROUND**

### **1.1 The pilot**

Provision for Education for Local and Global Citizenship became a statutory component for all post-primary schools within the revised Northern Ireland Curriculum from September 2007. It is now specified, at post-primary level, as both a key element within the overall curriculum framework and as an explicit strand of learning within Learning for Life and Work.

In preparation for the introduction of this new curriculum area the Department of Education (DE) supported a pilot initiative between 2002 and 2007, offering schools the opportunity to avail of significant in-service training for teachers on an opt-in basis.

### **1.2 The evaluation methodology**

In 2003, the UNESCO Centre at the University of Ulster was commissioned by CCEA to undertake an evaluation of the implementation and initial impact of the pilot initiative on pupils, teachers and schools. Specifically, the evaluation sought to investigate the short to medium term impact of the local and global citizenship programme on:

- key stage 3 pupils' knowledge, attitudes, values and behaviour in relation to citizenship issues;
- teacher confidence and pedagogy in teaching citizenship;
- school ethos, management and curriculum provision in relation to citizenship education; and
- the perceptions of participants about the in-service and pre-service citizenship support programmes delivered by the Education and Library Boards' Curriculum Advisory Support Service (CASS) and within Initial Teacher Education.

The evaluation involved a mixed method of data collection and analysis, including the use of both quantitative and qualitative methodologies, drawing upon a wide variety of sources. Data was collected via: a Pupil Questionnaire; a Teacher/Senior Management Questionnaire; a School Survey; Case Studies in six schools; documentary information about school organisation and structure; through a range of interviews with key stakeholders, including teachers attending In-service training; ELB officers delivering In-service professional development; and students and teacher tutors involved in Initial Teacher Education (ITE).

*(Further details on the quantitative and qualitative data collection and analysis is provided at Appendix 2.)*

## 2 SUMMARY OF MAIN FINDINGS

### 2.1 The context

In order to set some of the findings in context, it is important to explain the approach to citizenship education that was adopted in Northern Ireland.

The concept of 'citizenship' is open to a range of definitions and interpretations, depending on historical, philosophical, political, social and economic viewpoints and nowhere more so than in Northern Ireland, where the existence of differing political loyalties and identities presents its own challenges. For these reasons the approach to Education for Local and Global Citizenship within the Northern Ireland curriculum is one of inquiry and values clarification. This inquiry-based approach and the active pedagogy that formed a key part of the pilot project had been developed by an earlier pilot project located at the UNESCO Centre, University of Ulster entitled 'Social, Civic and Political education' (SCPE)<sup>4</sup>.

The approach challenges pupils and teachers to actively interrogate the concept of citizenship within a divided local and a wider global society using a conceptual framework (see Appendix 3) based around the ideas of 'diversity and inclusion', 'equality and social justice', 'human rights and responsibility', and 'democracy and active participation'. Through case studies and resource materials related to local and global issues, young people are encouraged to investigate and clarify what these core concepts mean in practice. There is also an expectation that some of this work will include action projects that involve work with the local community and that such projects might form part of the assessment process.

It is important to bear in mind, however, that for a significant part of the time (until June 2004) the conceptual framework for Education for Local and Global Citizenship, on which the professional development of teachers was based, had not been fully finalized and throughout the entire period of the evaluation the initiative continued to have pilot status.

Seven days of in-service professional development was made available for up to five teachers from each post-primary school. By the end of the pilot programme a total of 1014 teachers from a wide range of curriculum backgrounds and 102 members of senior management representing 280<sup>5</sup> schools had participated. The funding for the pilot was provided by DE through the Council for the Curriculum Examinations and Assessment (CCEA) to the Education and Library Boards (ELBs).

The findings of the evaluation represent the perceptions of those interviewed and those who completed evaluation questionnaires, and are presented as indicators

---

<sup>4</sup> Between 1998 and 2000 the UNESCO Centre at the University of Ulster hosted a Civic Social and Political Education Project which developed the conceptual underpinnings and the methodology which later informed the introduction of Education for Local and Global Citizenship in Northern Ireland. The initial cohort of Education and Library Board (ELB) officers responsible for training teachers in Local and Global Citizenship benefited from training in the use of active methodologies developed by the SCPE team, who also provided some initial training materials.

<sup>5</sup> This figure includes EOTAS and guidance centres. It should be noted that some senior teachers who participated were not members of the senior management team.



of broad trends and of key issues arising from this pilot initiative. The findings are organised under three main headings: Reported Pupil Impact; Reported Teacher and School Impact; and On-going Concerns. Much greater detail on each of these and associated areas is provided in the main report which is available at [www.ulster.ac.uk/unesco](http://www.ulster.ac.uk/unesco)

## **2.2 Reported pupil impact**

### *2.2.1 Reported changes in pupil knowledge and understanding*

The analysis of pupil responses to the longitudinal questionnaire suggest that the introduction of Education for Local and Global Citizenship has had a positive impact, both inside and outside school, on their awareness of citizenship-related values and skills and also on their reported behaviour. Overall, the greatest increase in reported learning occurred between the beginning and end of Year 8 (the first year of Key Stage 3 in Northern Ireland). The most common areas of learning were in relation to racism, the environment, human rights and sectarianism. As one pupil stated: *It sort of ... gets you into a way of thinking about people ... you just feel differently about people than the way you would have before you had citizenship in school.*

### *2.2.2 Increase in interest and learning*

Pupils' interest in Northern Ireland politics, international politics and global issues increased significantly over the duration of the evaluation. Citizenship-related learning also appeared to increase substantially, with secondary school pupils showing the biggest overall increase.

### *2.2.3 Increase in pupils' perceptions of their confidence, attitudes and behaviours*

Over the four phases of the pupil questionnaire, there was a general increase in pupils' own perceptions of their confidence, attitudes and behaviours in relation to citizenship issues. There was also some corollary between pupil confidence, attitudes and behaviours and variables including age (year group), gender and school type, with females exhibiting greater overall confidence and engagement.

### *2.2.4 Increase in information-seeking behaviour and decline in trust in political institutions*

Over time, there was a significant reported increase in information-seeking behaviour in relation to citizenship-type issues. There was a corresponding decrease in the amount of perceived trust pupils placed in political institutions. Religious, and to a lesser extent, political associations continued to occupy a key position in the identity of some pupils. Association with European and/or global identities increased slightly.

The decline in pupils' trust in political institutions over this period of time (2003-2007) is an interesting phenomenon about which we can only speculate. Firstly, the 'stop-start' nature of the Northern Ireland political process at the time and associated electoral apathy may have influenced pupils' perceptions negatively. Also, given the variable approaches to the implementation of Citizenship

Education, pupils were potentially less likely to have explored the concept of democracy in action and the language associated with it.

#### *2.2.5 More positive view of community relations*

Pupil perceptions of current and future community relations between the two main traditions were more positive by the end of the evaluation than at any other time (with more positive attitudes detected amongst pupils from integrated schools and pupils who identified themselves as Catholic).

There was evidence that some pupil attitudes continued to be defined by religious/cultural background. Although there was a reported increase in cross-community friendships, nevertheless, pupil attitudes towards the other religious community were less positive than towards other ethnic groups.

### **2.3 Reported teacher and school impact**

#### *2.3.1 The planning and quality of in-service and pre-service programmes*

The priority and funding attached by DE to the introduction of Local and Global Citizenship helped to raise its profile and made it a greater priority with schools. High levels of satisfaction with the in-service programme were reported by teachers, in particular the emphasis on active learning methodologies and the opportunity to develop their understanding of the citizenship curriculum, expand their repertoire of skills and experiment with alternative teaching styles.

The commitment of the ELB officers towards a common programme, based on experience derived from the earlier SCPE trial by the UNESCO Centre, was a significant strength. The programme was also adapted over time in response to feedback and evaluation. The opportunity for phased uptake by schools allowed early cohorts to pilot different approaches thereby providing insights for later cohorts into the varying ways in which schools were making provision.

Initial Teacher Education provision for citizenship education by the four teacher training institutions was provided through discrete modules. Students were involved in both mandatory and elective sessions. Some interviewees perceived that variable approaches to the delivery of citizenship existed between institutions. There was some consensus among interviewees that limited communication between institutions hindered the potential for greater co-operation and collaborative partnerships. There was common agreement on the need for strategic planning to ensure that students did not leave their respective institutions with different perspectives of Local and Global Citizenship.

#### *2.3.2 Teacher Participation in INSET*

Uptake by schools was generally dependent upon school size and capacity to access substitute teachers. Schools were advised, when choosing teachers for INSET, that participants should preferably be volunteers, ideally with some personal, as well as professional, commitment to education for citizenship. There was, however, evidence that some teachers had been conscripted to participate

in training rather than volunteering. Also, despite explicit encouragement, uptake by senior managers represented only 10% of those who availed of INSET.

Not all schools chose to, or felt able to, avail of the full number of INSET places offered to them and not all the selected teachers chose to, or were able to, avail of the full complement of seven training days. In some cases, different members of staff were sent as substitutes so that participation was occasionally inconsistent and disjointed. The reluctance on the part of some schools to release teachers for extended professional development was attributed to the absence, in the early stages of INSET, of an explicit directive about the future status of citizenship and a preoccupation with preparation for examinations.

### 2.3.3 *Profile of participating teachers*

The profile of teachers and PGCE students who participated was mixed in terms of age, experience, subject background and personal motivation. A slightly higher proportion of participants had history and geography backgrounds, but there were also comparable numbers of RE, English, Art and Design and Languages teachers. Commenting on the selection of participants, one ELB officer stated: *.... schools have rung me about next year and about what kind of staff they should send out (....) and I've said subject is immaterial, it's the type of person in the classroom (....) it has to be a confident person, a person who's not afraid to let discussion .... who will allow open-ended discussions, who's not afraid of active participation in the classroom, who's not afraid of criticisms being voiced.*

The diversity of participant backgrounds was considered a key strength of the training programme, offering the potential for collaborative and complementary links within and between a wide range of subject areas. However, many interviewees observed that the potential for professional collaboration and networking, during and after INSET, and the capacity of participants to teach and support other staff back in school was not always sufficiently exploited. For example, some teachers who had participated in INSET later discovered that they had not been time-tabled to teach citizenship or asked to cascade training to others, while colleagues who had not participated in INSET found themselves teaching citizenship without the benefit of training.

### 2.3.4 *Reported changes in classroom practice*

The INSET programme was considered to have been highly successful in introducing teachers to a wider range of active learning methodologies and encouraged thinking and critical reflection about pedagogical practice and classroom management. There was a reported increase in the use of active methodologies such as group work, discussion and debate alongside the retention of more didactic approaches. Pupil responses to active learning were reported to be very positive, and teachers considered their use enhanced pupils' learning and behaviour and offered greater learning opportunities for pupils of all abilities. There was some indication that professional concerns about maintaining classroom discipline and control during the use of active methodologies had been overcome, although interestingly, some younger teachers were reported to be slightly more reticent about the use of active learning methods than their older colleagues.

Although ICT facilities were available in schools, there was limited evidence of regular use within teaching and learning. Barriers to the more frequent use of active methodologies included limited class time, the physical layout of classrooms, large class sizes, access to ICT facilities and the limited availability of computers in classrooms.

## **2.4 On-going concerns**

The most recurrent concerns about implementation and sustainability related to senior management engagement; broader curriculum provision; assessment and continuing professional development.

### **2.4.1 *Need for senior management engagement and a whole school approach***

Many participants expressed the view that the failure to secure sufficient senior management support at the outset and, as a consequence, the failure to engage the whole school with the wider implications of the citizenship curriculum, potentially weakened the impact of INSET and the effective implementation of citizenship education in schools.

Despite its pilot status and the fact that there was no compulsion on schools to implement the proposals, the majority of schools involved in the evaluation had begun voluntarily to make provision for citizenship education, mainly through a discrete (modular) approach. Nevertheless, in order to establish the wider credibility of this new area and enable in-depth exploration of issues, there was strong support amongst ELB officers, ITE providers and teachers for more cross-curricular infusion, alongside other whole school provision and the establishment of a co-ordinated inter-departmental team. Most schools had appointed a citizenship co-coordinator, but citizenship teams had generally not been established as yet.

It was also felt that recruitment of teachers who are enthusiastic and committed to teaching citizenship was crucial to the effective implementation of the citizenship curriculum. Because citizenship is only one element of 'Learning for Life and Work' (which also includes provision for Personal Development, Home Economics and Employability) there was concern that the appointment of teachers with specific expertise or interest in Citizenship was far from guaranteed.

### **2.4.2 *Need for enhanced 'pupil voice' and greater connection to other school activities***

The nature of the citizenship curriculum seems to have highlighted different gender responses to learning. For example, there was some evidence that girls in co-educational schools were slightly more reticent at speaking up in citizenship lessons, whereas in boys' only schools, there was some reluctance to engage in certain discussions, possibly due to peer pressure.

Nevertheless, the evidence suggests that the experience of citizenship education had raised many pupils' expectations of democracy and their awareness of the limitations of existing practice in school. Yet, while School Councils had been set

up in most schools and while many school managers and teachers acknowledged the inherent link between school ethos and the values of citizenship, there continued to be considerable disparity between teacher perceptions about school democracy and real evidence of pupils being consulted or influencing decision-making. Interviewees were often sceptical about the status of Schools Councils and their power to initiate change.

There was also limited evidence of wider connections being made between citizenship and other school activities, with the result that the potential relevance of citizenship to pupils' lives in and beyond school was not being exploited. Opportunities for civic and political engagement tended to be restricted to information seeking activities rather than active participation. Although opportunities for pupil engagement in democratic activities were reported as relatively high, actual evidence of pupil and teacher participation in citizenship-related activities (for example, in debating activities, mock elections or engagement with the local community) was limited. Issues of timetabling, resources, child protection and the limited nature of wider school partnerships were considered to be the main barriers to more active engagement with the community.

#### *2.4.3 Need for more explicit school policies*

There was a perception amongst some pupils that racist behaviour could be as much of a problem as sectarianism, and that schools needed to focus more strongly on this. Other anti-social behaviours, particularly homophobia, sexism and bullying, were also viewed as increasingly problematic. Although case study interviews suggested that school policies addressing racist behaviour existed, these tended at the time to be a feature of discipline policies rather than explicit policies in their own right.

#### *2.4.4 Need for status and appropriate assessment*

There was evidence that the status of citizenship as a bone-fide aspect of the curriculum might continue to be challenged in some schools in terms of its perceived lack of academic credibility; the perception that the content and subject matter was a task for parents; or that it was only appropriate for 'certain types' of schools. Similarly, attitudes towards the assessment of citizenship were mixed, reflecting some tension in teachers' minds between the 'behavioural' focus of learning in citizenship and the perceived need for academic credibility. Some interviewees were concerned that an over emphasis on academic rigour would inhibit open and honest classroom debate. Accordingly, many interviewees felt that school provision for Local and Global Citizenship would require ongoing monitoring and review to ensure accountability within and across each key stage of the curriculum, and within professional development.

#### *2.4.5 Need for sustained professional development*

There was common agreement about the need for sustained professional development, in particular to redress the limited duration of ITE; to provide support for newly qualified and/or non-trained teachers; and to address a perceived theoretical and contextual gap in teachers' understanding.

The greater emphasis within the INSET programme on practical methodologies, at the expense of theoretical understanding, was perceived by some to be a major gap in provision. As a consequence, teachers' interpretations of the aims and purposes of citizenship varied substantially, sometimes even between teachers in the same school. There was also a lack of appreciation of the connections within the citizenship curriculum, for example between local and global citizenship and between citizenship and other subjects.

Teachers also expressed limited confidence in addressing controversial issues at both local and global levels. Citizenship education would appear to have widened the definition of what constitutes controversial issues. Formerly, issues that tended to be considered as controversial were generally confined to challenging local contexts, such as religious discrimination, sectarianism and the use of violence for political ends. However, due to increasingly heterogeneous classrooms (in terms of ability and ethnic and religious background), teachers tended now to consider broader issues such as racial equality, disability and human rights as controversial and sometimes personally and professionally challenging to address. Whilst pupils expressed a strong preference for local issues, there was a tendency to address the global dimension independently rather than to consider local and global issues as inter-dependent.

Although all interviewees were appreciative of the INSET provision to date they nevertheless felt, because of the particularly challenging nature of the citizenship curriculum and changing personnel within schools, that there was an ongoing need for professional development to refresh those who had participated and support those who had not. In this respect, there was concern about the reduced capacity within support organizations to provide the type of INSET and support required to sustain this fledgling area.

### **3 COMMENTARY ON STRENGTHS AND LIMITATIONS**

The challenge of implementing an intellectually complex and multifaceted innovation such as Local and Global Citizenship (with its emphasis on school ethos, democratic practices, whole school involvement, cross-curricular connections and skills, future focus and active methodology) undoubtedly means that some aspects of the initiative will have been more successful than others. The fact that almost all of the pilot schools chose to make provision for Local and Global Citizenship before it became statutory suggests a general acceptance by schools of the need for this addition to the curriculum. In some cases this commitment was made years in advance. Nevertheless, questions remain about the scale, form and quality of implementation across all schools, and whether the spirit of the initiative in terms of wider school democracy is being adequately embraced.

In order to recommend where any future focus might be placed it may be helpful to consider some of the major strengths and limitations of the intervention to date.

#### **3.1 Strengths and impact**

The major strengths and impact of the pilot include:

- the sustained commitment of substantial funding towards a quality in-service programme, phased over a four year period, which encouraged all schools to participate in substantial numbers;
- the development of a common programme across ELBs, adapted over time in response to feedback and evaluation;
- the voluntary 'buy-in' by a wide variety of teachers of different ages and subject backgrounds;
- the associated opportunity to experience a range of active learning methodologies;
- increased use of active methodologies in the classroom enhanced engagement, learning and enjoyment on the part of pupils and some transference of active methodology to other subject areas;
- the extent of reported understanding by teachers and pupils alike of the core citizenship concepts (viz. 'diversity and inclusion', 'equality and social justice', 'human rights and responsibility', and 'democracy and active participation');
- associated changes in pupils' reported confidence, attitudes, values, skills and behaviours in relation to citizenship issues;
- raised expectations of democracy in schools and corresponding awareness of the limitations of existing practice; and

- raised awareness in some schools of the need to provide greater opportunities for pupil engagement in school affairs and the need to strengthen and make use of school community links.

### **3.2 Limitations**

Some of the acknowledged limitations of the initiative include oversights or failure to:

- secure greater senior management buy-in at the outset;
- appreciate the wider aims and purposes of citizenship education and its deeper implications for school culture, relationships and democracy, as well as whole school teaching, learning and assessment;
- map the potential contribution of all subjects and to exploit the potential for professional collaboration and networking;
- use trained personnel to teach and support other staff back in school;
- provide real opportunities for active pupil engagement and to allow pupils to become stronger partners in their own education, making a positive contribution to the school environment and ethos;
- associate and link existing local and global school links with the concept of citizenship; and
- embrace more fully the idea of joint citizenship work between schools through face to face joint work or at a distance, perhaps through ICT channels.



## **4 SUMMARY OF RECOMMENDATIONS**

The findings from this evaluation, taken together, suggest that the development and implementation of Local and Global Citizenship in Northern Ireland is a good example of carefully crafted, conceptually sound, evidence-based curriculum development and the effective management of change.

The development and implementation process made use of comparative international research (the Curriculum 21 conferences) and pump-priming funding (acquired by the University of Ulster from The Citizenship Foundation) to establish an initial trial project in a small number of schools. As part of the Curriculum Review process, the conceptual framework was widely consulted upon by CCEA and the small University of Ulster trial was expanded into a fully-fledged pilot project with substantial support from the Department of Education. Implementation was phased in over a four year period so that schools had an opportunity to opt-in to an effective programme of professional development, supported by the Education and Library Boards and by NGOs, who also contributed to the development of resources.

The recommendations which follow are, therefore, about sustaining and supporting this success. They seek to indicate some of the ways in which Education for Local and Global Citizenship needs to be further strengthened in order to achieve its potential impact.

The recommendations are structured to relate directly to the three policy groupings that have greatest potential to impact on the sustainability of citizenship education in Northern Ireland: (1) The Department of Education; (2) The Teacher Training and Support Agencies; and (3) Schools. Because the majority of these recommendations also pertain to the general management of educational change, it is hoped that they may prove transferable to future planning of other similar educational initiatives and may also usefully inform broader policy decisions and adjustments and assist in prioritising further plans.

### **4.1 Recommendations to the Department of Education**

Departmental support for the introduction of citizenship has been most visible in the allocation of substantial discrete funding for professional development. In light of its impact to date and its relationship to the success of broader social policies, the Department may wish to consider:

- renewing the dialogue with key political and educational stakeholders with a view to arriving at a shared understanding of the meaning of citizenship within contemporary society and the priority it should have within education;
- reviewing its own internal Departmental structures in order to clarify the alignment between Community Relations and Local and Global Citizenship, and how these will be taken forward;

- making provision for :
  - school councils as a statutory requirement for all schools;
  - a recognized qualification for all who aspire to teach citizenship that becomes mandatory over time;
  - a school award or accreditation system to recognize and reward schools for their efforts
- ensuring provision is made, within future priorities, for on-going and 'top-up' professional development;
- continuing to monitor commitment to, and accountability for, citizenship education through school and support agency inspection;
- monitoring the long-term impact of investment against international benchmarks<sup>6</sup>.

#### **4.2 Recommendations to teacher training and support agencies**

The findings clearly indicate an ongoing need for support and training on citizenship that takes account of the gaps in uptake and effectiveness, and that are responsive to the evolving and progressive nature of the citizenship curriculum. The impending service rationalisation will undoubtedly impact on training capacity, consequently, it will be important to clarify for schools as soon as possible what interim and longer term provision will be put in place. It is important, however, that any review of options should be a collaborative exercise to ensure a common purpose and agenda, as well as to identify individual and organisational remits. In line with the ongoing rationalisation process, options for future training and support should include a commitment to:

- consolidating the expertise of ELB, ITE and NGO personnel in order to make available a balanced programme of continuing professional development (including provision for theoretical, experiential and reflective learning) for those who need it. This is likely to require some dedicated personnel with a responsibility for citizenship within each regional area;
- sustaining and strengthening the existing collaborative inter-Board forum (including future versions of this forum);
- exploring the potential for ITE to become a stronger contributor to induction, early professional development and continuing professional development. As a pre-requisite, a commonly understood approach to education for citizenship needs to be agreed across the four initial teacher training institutions (while still allowing for institutional specialisms if necessary);

<sup>6</sup> In its 2006-7 business plan, DE indicated its commitment to establish strong benchmarks against national and international standards. Unfortunately Northern Ireland is not participating in the March 2009 International Civics and Citizenship Survey (ICCS), which is a 'once a decade' benchmarking exercise across more than 40 countries, to assess young people's attitudes to civic participation and the extent to which schools are preparing them for a civic role in society.

- forging greater strategic developmental partnerships with NGOs and other voluntary agencies and the teacher training institutions;
- encouraging stronger partnerships between schools and NGOs (with a proviso that the institutional autonomy of schools to plan and manage their own provision is respected);
- encouraging greater collaboration and shared expertise within and between all schools (including primary schools and special schools);
- sustaining opportunities for student teachers to experience citizenship education in schools as a key feature of their professional development.

#### **4.3 Recommendations to schools**

The findings clearly indicate that Education for Local and Global Citizenship has already made an impact in schools, in particular, approaches to curriculum planning, classroom practice, and pupils' understanding, attitudes and behaviours. It is clear, however, that the current momentum needs to be sustained and increased to ensure the enduring longevity of the citizenship agenda in schools.

In order to enhance the impact of citizenship education in the short, medium and longer term, school leaders and citizenship co-ordinators should have access to dedicated CPD to help them consider the breadth of commitment needed to engage fully with this agenda and the range of actions needed to respond to it. This should cover issues such as:

- the rationale for citizenship education as a central feature of the revised curriculum; its relationship to the ethos and practice of schools; and as a priority aspect of whole-school self-evaluation and development planning;
- the different elements of a whole-school citizenship education programme that is relevant to the needs of pupils, teachers and the wider community;
- the recruitment of teachers with specific expertise in teaching Local and Global Citizenship and informed approaches to teacher selection for both core citizenship teams and professional development;
- the identification of a core team that comprises willing teachers with a commitment to the principles of citizenship, with opportunities for participation across subject areas, as well as with beginning teachers and Heads of Year (including 6<sup>th</sup> form);
- the appointment of a co-ordinator, who is a member of, or is supported by, senior management to ensure that citizenship becomes embedded within the school;

- reviewing the nature and extent of democratic processes within the school and enhancing opportunities for civic and/or political engagement;
- reviewing timetabling arrangements to allow for alternative and/or less prescriptive options that reflect the flexibility of the revised curriculum - for example, a fortnightly cycle, collapsed timetables and whole school and/or inter-class engagement;
- planning for cross-curricular infusion that facilitates creative partnerships between teachers across different subject areas;
- developing assessment strategies that evaluate achievement beyond academic success only, and that accommodate the individual nature of pupil learning.

#### **4.4 Conclusion**

The findings from this evaluation indicate that explicit teaching and learning about citizenship can impact significantly on pupils' confidence, attitudes and behaviours in relation to citizenship issues. The indications are that, over time, if implemented with commitment in schools and supported and sustained by statutory and other support agencies, this intervention could make a tangible contribution to creating greater tolerance, equality and stability in Northern Ireland's society. As an intervention which aligns political, social and educational agendas it deserves to be robustly supported and sustained.

**Part 2:**

**FULL REPORT**

## SECTION A: BACKGROUND AND CONTEXT

### 1.2 Interpretations of citizenship

The concept of citizenship is interpreted in different ways within different philosophical traditions. It is most commonly defined within *liberal*, *communitarian* and *civic republican* traditions. Broadly, the liberal tradition places a greater emphasis on rights; while the communitarian and civic republican approaches focus more on the duties and responsibilities that are synonymous with membership of a social democracy.

In recent years, the sustained impact of social, political and cultural change has challenged the purpose and perceived value of citizenship. The pace of population mobility and the effects of globalisation - in particular, the changes in societal and community infrastructures resulting from immigration, multi-culturalism, minority rights, voter apathy and lack of civic co-operation - present both benefits and challenges to the balance of diversity and unity, and explain why debate about the concept of citizenship has become so divisive (Davies, 1999; Kymlicka & Norman, 2000; Modood, 2000; Banks, 2001; OECD, 2007).

One of the most contentious interpretations has been that of 'common citizenship', a complex concept that presumes shared solidarity and respect for diversity, whilst recognising the different identities and backgrounds that make up many pluralist societies. Undoubtedly, personal and group identities impact on the way in which people see themselves as individuals and as members of a community (Waldron, 2000). In many multi-cultural societies, the challenge has been *to provide opportunities to maintain ethnic cultures whilst constructing a nation state that inspires inclusion and allegiance* (Banks, 2001). It is an ideal that has become practically and conceptually problematic, particularly when diversity that is closely aligned to religious, cultural or political identity is perceived to inhibit as much as it promotes common citizenship (Kymlicka & Norman, 2000).

### 1.2 Citizenship and education

Notwithstanding the on-going debate about the nature of citizenship, the concept of 'Education for democratic citizenship' (including attention to human rights, active participation in civil society, respect for self and others, and access to justice) has become increasingly accepted as a key educational component in preparing young people for life in the twenty-first century and equipping them with the knowledge and skills for full and confident participation in society.

The evolution and development of Education for Local and Global Citizenship in Northern Ireland during the last decade has coincided with, and partly been a consequence of, a growing interest in civic and citizenship education generally across the globe and particularly in Europe, evidenced, for example, in guidelines on Education for Democratic Citizenship (Council of Europe); the introduction of Civic, Social and Political Education in the Republic of Ireland (mandatory since 1997) and the introduction of Education for Citizenship in England (mandatory since 2002). In addition, a number of research and developmental projects contributed to educational debate about the role of education in addressing community divisions in Northern Ireland. These included: The Schools Cultural Studies Project (1974-1980); The Values in Education (1995-1997); The Primary Values Project (1997-1999); The 'Speak Your Piece' Project (1996-1999); and The Social, Civic and Political Education Project (1998-2000). Each of these projects sought to develop creative, experimental approaches to teaching and learning, and to social and personal development. Collectively, they served to sustain attention on a number of key issues, in particular, the importance of teacher training and professional development in addressing issues of values and conflict; the necessity for whole-school commitment; prevailing teacher reluctance to engage with controversial issues; and tendencies towards less overt approaches (Smith & Robinson, 1996; Hughes et al., 2003; McCully & Montgomery, 2000; Elwood et al., 2004).

In the history of Northern Ireland, the young people who will experience some sort of provision for Education for Local and Global Citizenship are, arguably, the first generation not to experience the worst excesses of the conflict. This does not presume, however, that the vestiges of the 'Troubles' have gone. Although described as *a society in transition towards more peaceful, inclusive and democratic structures*, evidence suggests that progress is still fundamentally hindered by atavistic social, cultural and political allegiances amongst young people and adults (NILT, 2005, 2006; NIYLT, 2006). The end of the Troubles has not led to a complete end of violence in Northern Ireland; rather, what has emerged is a violence that is enacted not just in paramilitary and low-level sectarian attacks, but also in racist and homophobic incidents (Jarman & Monaghan, 2003; Jarman & Tennant, 2003; PSNI, 2006, 2007). The key challenge for policy makers, then, has been to design a conceptual framework for citizenship education that would be participatory, inclusive to all and underpinned by human rights, and that would engage equitably with the historical legacy of a divided community whilst also addressing the social and cultural issues of an increasingly diverse society (Arlow, 2001).

### 1.3 The Northern Ireland context<sup>7</sup>

*In a society where different loyalties give rise to conflict over the constitutional status of the society itself, the concept of citizenship requires careful consideration, particularly since neither British nor Irish national identity provides the basis for a 'patriotic' model of citizenship that could be accepted in all schools.*

*There have been competing arguments about the underlying roots and nature of the conflict in Northern Ireland. The different political aspirations of Nationalists and Unionists are undoubtedly central to the conflict; these map closely on to the labels of Catholic and Protestant which are often used to suggest that it is a religious dispute, and this has led some to concentrate on the contribution which the churches might make towards a resolution of the conflict. Others have interpreted the Catholic and Protestant labels as indicative of two groups which differ in terms of culture and traditions, and this emphasises an ethnic interpretation. Social differentiation, areas of deprivation and differentials in employment opportunity add an economic dimension, and there are many who believe that if solutions in these areas could be found then conflict along the other fault lines would be ameliorated. The conflict in Northern Ireland is, therefore, a complex mixture of interrelated issues.*

*Over the past twenty five years, schools have been drawn more and more into the spotlight in terms of how their activities take account of the conflict within wider society. A distinctive characteristic of the education system in Northern Ireland is segregation. The system is segregated by religion, in that most children attend predominantly Protestant ('controlled') schools or Catholic ('maintained') schools; by ability (and some would argue social background) in that a selection system operates at age 11 to decide which children attend grammar schools (more than one third of children in second level education attend grammar schools); and often by gender (particularly in second level education where a quarter of the secondary schools and almost half of all grammar schools are single sex).*

*A number of initiatives have emerged, including legislation and government policies, which ascribe a more prominent role for schools in the improvement of relations between the two main religious and cultural communities in Northern Ireland. In broad terms, these represent interventions in both the process of education (through curriculum reforms*

---

<sup>7</sup> This section is re-produced with permission from two papers:  
Smith, A. (2003) Citizenship Education in Northern Ireland: beyond national identity? Cambridge Journal of Education, 33 (1), 15-31.  
Smith, A. Education and the Peace Process in Northern Ireland, paper presented to the Annual Conference of the American Education Research Association, Montreal, April 1999.



*and increased contact between Catholic and Protestant pupils) and the structure of education (through consideration of equity issues between existing, segregated schools and support for the creation of new, integrated schools).*

*Since the introduction of the Education Reform (NI) Order (1989), schools have operated a statutory curriculum that provides a common entitlement for all pupils throughout their period of compulsory education. One feature of the statutory curriculum in Northern Ireland is the inclusion of two educational themes, 'Education for Mutual Understanding' (EMU) and 'Cultural Heritage'. The associated aims and objectives state that, as an integral part of their education, these themes should enable pupils '...to learn to respect and value themselves and others; to appreciate the interdependence of people within society; to know about and understand what is shared as well as what is different about their cultural traditions; and to appreciate how conflict may be handled in non-violent ways' (NICC, 1990). Despite these worthy goals, it is widely accepted that the educational themes have had limited impact for a number of reasons. The cross-curricular model, whereby the aims of the themes are meant to infuse other subject areas, has been less than fully realised in practice. Teachers' lack of adequate training and professional development has perpetuated a tendency to avoid more controversial issues related to sectarianism and violence. At the same time, an absence of institutional ownership and commitment has resulted in many schools adopting a 'minimalist' approach (Smith & Robinson, 1996).*

*In 1998, partly in response to the critical studies of EMU and Cultural Heritage, and partly in response to developments elsewhere, the Northern Ireland Council for the Curriculum, Examinations and Assessment (CEA) initiated a pilot project in social, civic and political education. With support from the Citizenship Foundation, a pilot project began in 25 post-primary schools to develop a citizenship education curriculum. The pilot programme drew on the experience of similar innovations elsewhere.<sup>8</sup> The Republic of Ireland undertook a similar pilot project (1993–96) that led to the introduction of a new curriculum programme in Civic, Social and Political Education (CSPE) in all second level schools from September 1997. CSPE is a course in citizenship based on human rights and social responsibilities. It aims to develop active citizens who 'have a sense of belonging to the local, national, European and global communities'. The course incorporates seven key concepts (democracy, rights and responsibilities, human dignity, interdependence, development, law and stewardship) and is taught through four units of study (The Individual and Citizenship; The Community; The State; Ireland and the World). In England an advisory group on citizenship, under the chairmanship of*

*Bernard Crick issued its final report, Education for Citizenship and the Teaching of Democracy in Schools, in 1998 as a basis for the introduction of Citizenship to all schools. The English programme has three main strands (Social and moral responsibility; Community involvement; Political literacy).*

*The signing of the Belfast (Good Friday) Agreement provided the basis for the Department of Education to establish two working groups to investigate ways for enhancing the contribution of education to the promotion of a 'culture of tolerance' as outlined in the Agreement. The first working group had representation from the main education providers and produced a report, Integrating Education (Department of Education, 1998) that affirmed the government's commitment to support a 'pluralist approach to education' and made a number of recommendations concerning future policy. A second working group produced a report on Education for Diversity (Department of Education, 1999) that concentrated on the contribution of education to the improvement of community relations, including the role of a government scheme which provides funding for schools to organize activities that bring Catholic and Protestant pupils together. The scheme involves approximately 10% of pupils with an expenditure of approximately £1 million per annum. The report also identified limitations within the current curriculum and opportunities for new developments such as citizenship and human rights education.*

*A formal process of curriculum review and consultation on changes to the Northern Ireland Curriculum was already underway in 1999. A key part of the review was to provide a curriculum that 'meets the changing needs of pupils, society and the economy'. The changing political environment has created a new context for the emergence of citizenship education. The results of the consultation process broadly supported proposals to include education for Local and Global Citizenship as an entitlement for pupils in all schools as part of the NI Curriculum and the proposals have cross party support from the Education Committee of the Northern Ireland Assembly.*

*Further evidence of popular support came from a social attitudes survey (Gallagher & Smith, 2002) in which most respondents expressed the view that schools should be involved in addressing difficult issues of politics and human rights, although it should be noted that Protestant respondents were more lukewarm to these proposals than Catholic respondents. These results suggested a reasonably favourable climate towards the possible introduction of some form of citizenship education. However, the introduction of citizenship education to a divided society such as Northern Ireland presents a significant conceptual challenge as well as a number of practical challenges to a relatively conservative education system.*

## 1.4 The Conceptual Challenge

*Since there is no consensus on nationality in Northern Ireland, or indeed the legitimacy of the state itself, this means that the concept of citizenship must be regarded as problematic and contested from the outset. Any civic or citizenship education curriculum must go beyond simple 'patriotic' models, defined solely in terms of national identity and requiring uncritical loyalty to the nation state. But what alternative concept of citizenship might be viable in a deeply divided society such as Northern Ireland? In the current climate, concepts of citizenship based on rights and responsibilities, rather than national identity, may offer the best potential to transcend the two nationalisms in Northern Ireland. Parekh (2000) contends that Citizens [should] enjoy equal rights. And since their social, cultural and other differences are abstracted away, equal rights generally mean identical or uniform rights. The definition of citizenship in terms of rights, rather than ethnic, religious or cultural identity, is consistent with the definition put forward by the Council of Europe that 'the citizen is a person with rights and responsibilities within a democratic society' (Audigier, 2000). It is also consistent with the emphasis on rights in the Belfast (Good Friday) Agreement and carries an aspiration that concepts of citizenship based on rights and responsibilities may make it more difficult to mobilise political conflict around identity issues. This is one reason why it has become the norm for modern civics and citizenship education programmes to have a strong human rights values base, to make specific reference to children's rights and address issues related to diversity and the rights of minorities within society (Veldhuis, 1997; Patrick, 1999; Torney-Purta, 1999).*

## 1.5 Focus of evaluation

This evaluation focuses on provision for the introduction of Local and Global Citizenship at Key Stage 3, which is addressed through four key concepts:

1. Diversity and inclusion
2. Human rights and social responsibility
3. Equality and social justice
4. Democracy and active participation

Guidance material for teachers advocates that Local and Global Citizenship provision should include explicit opportunities for pupils to develop their understanding of the key concepts through a whole-school agenda. Delivery of the key concepts is flexible and open to individual and/or institutional interpretation. For example, investigation may fuse different concepts and teachers may develop activities that combine variations of the statutory requirements. The proviso is that all of the

statutory minimum requirements are met through the application of teaching and learning approaches that include local, national, European and global contexts.

At classroom level, it is recommended that Local and Global Citizenship provision should provide explicit opportunities for pupils to develop their understanding of the key themes in a way that facilitates continuity and progression throughout Key Stage 3. In addition, the application of active and participatory pedagogies - including enquiry-based and values-based approaches – are strongly advocated to nurture informed and inquisitive pupils rather than passive learners.

At institutional level, the development of whole-school approaches for the promotion of the principles of citizenship education is encouraged. It is envisaged that this will include sustained opportunities for experiential activities, and the consolidation of reciprocal community and parental partnerships. With this in mind, it is proposed that Local and Global Citizenship can be delivered in a combination of ways. These are illustrated in Table 1.

**Table 1: Proposed models of delivery for Local and Global Citizenship**

Discrete provision on a weekly, block timetabled, or carousel/modular basis, and, where appropriate, involve links to the <i>Areas of Learning</i> .	Areas of Learning, where specific Local and Global Citizenship themes are channelled through specific subjects, but shared themes are managed through connected learning in which subject strands explore certain aspects of the shared theme.
Integrated approach where teachers and pupils work on an integrated project or collaborative theme over a set period of time.	Additional or whole-school activities such as action projects, visits from guest speakers, field trips, links to other schools, themed days/week and/or special events hosted by outside agencies.

## 1.6 The challenge of implementing Education for Local and Global Citizenship<sup>9</sup>

*The proposed framework for the implementation of Local and Global Citizenship is considerably flexible in terms of the programme of study to be followed, although there is strong encouragement that provision needs to include dedicated space within the timetable, permeation across existing subject areas and consideration of the implications of citizenship for the whole-school environment, including arrangements for more inclusive consultation and involvement in decision making by all members of the school community.*

*Perhaps the biggest challenge is the nature of the proposed curriculum itself. What has emerged from the early pilot work is a model of curriculum that is inquiry-based rather than one which is primarily knowledge-based and transmissional. The rationale for this is that the lack of political consensus in Northern Ireland means that the educational challenge is to investigate what it means to be a citizen in Northern Ireland and interrogate the concept of citizenship within a divided society. To achieve this, it is intended that the curriculum framework will enable pupils to investigate the four key concepts through case studies and resource materials related to local and global issues, many of them developed specially by local voluntary organizations. This involves deeply controversial and practical issues such as how to achieve a policing service that has the confidence of all sections of society or how current conflicts over cultural expression might be resolved. There is also an expectation that some of this work will involve action projects that involve work with the local community and that such projects might form part of the assessment.*

*There are a number of reasons why this approach may encounter difficulties and meet resistance. Perhaps the greatest impediment is the structural one; that the inquiry-based model runs counter to the previous curriculum, which is predominantly content-based and dominated by subject disciplines. Despite the rhetoric about skills development, emphasis may still continue to be placed on the acquisition of predetermined knowledge, geared towards academic success in examinations within a system of separate grammar and secondary schools. Inquiry-based curricula also value knowledge, but on the basis of its relevance and utility, rather than for its own sake. The acquisition of knowledge is a result of the process of inquiry and will often be interdisciplinary. Both of these characteristics create problems for traditional approaches to the assessment of learning and from a*

---

<sup>9</sup> This section is re-produced with permission from:  
Smith, A. (2003) Citizenship Education in Northern Ireland: beyond national identity? Cambridge Journal of Education, 33 (1), 15-31.

*curriculum management point of view, interdisciplinarity has always provided a logistical challenge that few have the commitment to resolve.*

*Coupled with this is the pedagogical challenge that inquiry-based curricula introduce. This is not simply an issue about different teaching methods or the lack of technical knowledge of human rights instruments. A more fundamental impediment is the change in teaching culture over the past decade with the introduction of more prescribed curriculum programmes of study that have diminished the professional autonomy of teachers. Few younger teachers have experience of inquiry-based curriculum development and the challenge for in-service education to support the introduction of citizenship education is to engage a younger generation of teachers with concepts of curriculum that are not simply about 'delivery'. Similar challenges exist in relation to initial teacher education. Such challenges are sufficient reason for some to question the viability of looking to the formal curriculum alone as a means of developing citizenship education in Northern Ireland and point towards the need for a more comprehensive understanding of the challenge that citizenship education presents to the broader civic culture.*

## SECTION B: METHODOLOGY

### 2.1 Overview of the evaluation

This research study aimed to evaluate the processes by which Local and Global Citizenship was introduced into the curriculum of all post-primary schools in Northern Ireland between 2002 and 2007, and its broad impact upon teachers, schools and pupils' learning at Key Stage 3.

This included:

1. The development, implementation and experiences of the teacher in-service programme for citizenship delivered by the Education and Library Boards' Curriculum Advisory Support Service (CASS), and of the citizenship programmes delivered within Initial Teacher Education.
2. The short to medium term impact of citizenship education on pupils' attitudes, values and behaviour and on teacher confidence and pedagogy.
3. The impact of citizenship upon school ethos, management and curriculum provision.

A Steering Committee, comprising key personnel from CCEA, CASS, and the University of Ulster was established to oversee the evaluation.

### 2.2 Data collection

The evaluation involved a progressive and cumulative process of quantitative and qualitative data collection, parts of which were designed to be sufficiently flexible to allow adaptation and refinement as the research progressed. Data was collected through seven distinct, yet inter-related strands:

Strand 1:	• A Pupil Questionnaire
Strand 2:	• A Teacher/School Questionnaire
Strand 3:	• A School Survey
Strand 4:	• Case Studies
Strand 5:	• Initial Teacher Education
Strand 6:	• In-service Professional Development
Strand 7:	• Education and Library Boards

The combination of quantitative and qualitative methodologies ensured that emergent findings from one strand of the evaluation could be referenced and/or reinforced in a subsequent strand. However, given the phased nature of the introduction of citizenship to schools (over a period of five years, from 2002-2007) and the variable patterns of implementation, a random sampling methodology was not possible.

Under these circumstances, ELB officers assisted in the identification of potential schools so that the pupil and teacher samples in Strands 1, 2, 3, 4 and 5 of the research were as representative as they could be of school types and school sectors in Northern Ireland (to include controlled and maintained, secondary, grammar, integrated and special schools). This approach ensured that overall data collection would provide a comprehensive synthesis of perspectives and experiences, and valuable insight into prospective challenges for the implementation and sustainability of citizenship over the next few years. A detailed breakdown of the number of participants involved in each strand is presented in Table 2.

**Table 2: Participant numbers for quantitative and qualitative strands of the evaluation.**

<b>QUANTITATIVE DATA</b>	<b>Year</b>	<b>N</b>
Pupil Questionnaire	2004-05 (Phase 1)	751
	2004-05 (Phase 2)	531
	2005-06 (Phase 3)	545
	2006-07 (Phase 4)	479
Teacher Questionnaire	2004-07	71
School Questionnaire	2004-07	18
School Survey	2004-07	30
<b>QUALITATIVE DATA</b>		
ELB Interviews	2003-04	8
	2006-07	7
ITE Interviews: <ul style="list-style-type: none"> <li>Teacher Tutors</li> <li>PGCE Students</li> </ul>	2006-07	8
	2004-05	7
	2005-06	7
	2006-07	5
In-service Training interviews	2005-06	13
School Case Study interviews: <ul style="list-style-type: none"> <li>Teachers</li> <li>Senior Management</li> <li>Pupils</li> <li>School Observation</li> </ul>	2004-05	22
	2005-06	15
	2004-05	6
	2005-06	80
	2005-06	6



• Lesson Observation	2005-06	4
• School Documents	2004-05	6
• School Council	2005-06	1

## 2.3 THE PUPIL QUESTIONNAIRE

### 2.3.1 Rationale and sample

During the academic year 2003-04, a pilot pupil questionnaire was administered to some Year 8 pupils in 28 post-primary schools across Northern Ireland. This was later refined on the basis of discussions with CCEA and ELB Officers.

The revised questionnaire (Appendix 4) was designed to gather information on: pupils' understanding of issues and concepts related to citizenship; pupils' confidence, attitudes (values) and behaviour (participation) in relation to the Key Concepts; and pupils' perceptions of identity, community and school processes. Items measuring attitudes and values as well as behaviour and participation were partly derived from the IEA, NFER, NILT and NISA surveys<sup>10</sup>, which would enable comparisons specific to, and beyond, Northern Ireland. Overall, the questionnaire comprised seven sections:

<b>Section 1:</b>	• Background Information
<b>Section 2:</b>	• Diversity and Inclusion
<b>Section 3:</b>	• Human Rights and Social Responsibility
<b>Section 4:</b>	• Equality and Social Justice
<b>Section 5:</b>	• Democracy and Active Participation
<b>Section 6:</b>	• Community Relations
<b>Section 7:</b>	• Your School

The revised questionnaire was administered to a total of 33 post-primary schools across Northern Ireland between 2004-2007<sup>11</sup>. Details are presented in Table 3.

**Table 3: Breakdown of schools participating in pupil questionnaire.**

School Sector	(N)	School Type	(N)	Gender	(N)

<sup>10</sup> International Association for the Evaluation of Educational Achievement; National Foundation for Educational Research; Northern Ireland Life and Times Survey; Northern Ireland Social Attitudes Survey.

<sup>11</sup> This included an abbreviated questionnaire that was administered to pupils from one special school.

Grammar	12	Controlled	13	Single	17
Secondary	15	Maintained	15	Co-ed	16
Integrated	5	Integrated	5		
Special	1				
<b>Total</b>	<b>33</b>		<b>33</b>		<b>33</b>

Follow-up surveys in successive years enabled the progressive mapping of any changes in pupil responses. Over the three years of the longitudinal survey, a recurrent total of 251 pupils completed the questionnaire. A profile of participating pupils for each year is presented in Table 4.

**Table 4: Pupil participation in the longitudinal survey (2004-07).**

Time period	Schools (N)	Pupils (N)	Male	Female	Catholic	Protestant	Other/ no religious community background
Phase 1 (beg Yr 8)	32	751	356 (47%)	395 (53%)	358 (54%)	263 (40%)	41 (6.2%)
Phase 2 (end Yr 8)	27	531	238 (45%)	293 (55%)	261 (55%)	174 (36%)	43 (9%)
Phase 3 (Yr 9)	31	545	271 (50%)	274 (50%)	258 (54%)	198 (41%)	24 (5%)
Phase 4 (Yr 10)	26	479	212 (44%)	267 (56%)	245 (55%)	172 (39%)	26 (6%)
2004 – 2007 (recurrent)	<b>20</b>	<b>251</b>	<b>110 (44%)</b>	<b>141 (56%)</b>	<b>118 (59%)</b>	<b>62 (31%)</b>	<b>8 (4%)</b>

### 2.3.2 Procedure

Each school was contacted by the researchers prior to the start of the evaluation to inform senior management of the ongoing nature of the research and to obtain permission from the principal and citizenship co-ordinator to administer the questionnaire. Some schools operate a policy of parental consent for external research. Where this was requested, a letter was issued to parents on University of Ulster headed paper prior to the distribution of questionnaires.

The questionnaire, of approximately 30 minutes duration, was administered four times over Key Stage 3: at the beginning and end of Year 8 (2004-05); at the end of Year 9 (2006); and at the end of Year 10

(2007). The same class of pupils in each participating school completed the questionnaire throughout.

For Phase One, researchers administered the questionnaire to pupils during class at a time agreed with the teacher. For Phase Two, teachers had the options to either have the researcher administer the questionnaire at a time agreed; to administer the questionnaire themselves during a convenient slot in the timetable; or to administer an on-line version. Due to difficulties accessing time-tabled computer facilities, the online version was not pursued in subsequent administrations. For Phases Three and Four, teachers mainly administered the paper version of the questionnaire themselves.

Detailed instructions were provided to be read to pupils prior to completion of the questionnaire. The instructions were designed to ensure clarity, to remind pupils of its purpose, to assure pupils of anonymity and confidentiality and that only the researchers would have access to the data. Pupils were asked to include identification markers that would enable the matching of initial and follow-up questionnaires. Teachers were requested to seal the envelope containing the completed questionnaires in front of the class.

Pupil questionnaire responses were analysed statistically using SPSS for Windows. Individual phases have been analysed to produce stand-alone findings. An overall analysis of the four phases has been undertaken to explore changes and trends in pupils' responses over time, to identify statistically significant changes between groups of pupils (for example, by gender, school type and school sector), and to explore if the same attitudinal or behavioural changes occurred for different groups<sup>12</sup>.

## **2.4 TEACHER AND SCHOOL QUESTIONNAIRE**

### **2.4.1 Rationale and sample**

Over the course of the evaluation, a teacher and school questionnaire (the latter devised for senior management) was administered to staff in participating schools (Appendices 5 and 6). These questionnaires were derived from items administered as part of the NFER longitudinal study<sup>13</sup> with necessary adaptations to reflect the documentary and curricular content of Local and Global Citizenship in Northern Ireland.

The questionnaires were administered, initially, to staff in the six case study schools. Subsequently, in the second year of the case studies (2005-06) staff from the remaining schools were also invited to participate in the survey. A total of 24 schools completed the questionnaires, ideally to include returns from the

<sup>12</sup> Based on statistical significance ( $p < .05$ ) and that assumptions underlying analysis of variance are not violated.

<sup>13</sup> <http://www.nfer.ac.uk/research-areas/citizenship/the-citizenship-education-longitudinal-study.cfm>

principal (or vice-principal) of each school, the citizenship co-ordinator and/or citizenship teacher, and one teacher who did not teach citizenship. This quota was fulfilled in most schools. Completed questionnaires were returned by school principals, vice-principals or senior teachers (N=18), teachers with a responsibility for citizenship in the school (N=53), teachers who had no involvement in citizenship (N=18).

The questionnaire(s) sought information on ten themes:

<b>Theme 1</b>	Background information
<b>Theme 2</b>	School ethos and current provision
<b>Theme 3</b>	Current involvement in citizenship
<b>Theme 4</b>	The curriculum for citizenship
<b>Theme 5</b>	Professional development and experience
<b>Theme 6</b>	Staffing
<b>Theme 7</b>	Assessment and recognising achievement
<b>Theme 8</b>	Use of ICT
<b>Theme 9</b>	Participation
<b>Theme 10</b>	Views on citizenship education

At the outset of the evaluation, citizenship co-ordinators in the 33 schools were also invited to complete a short survey indicating current citizenship and citizenship-related activities within a whole-school context. Over the course of the evaluation, a total of 30 surveys were returned.

#### **2.4.2 Procedure**

Although broadly similar, the main differences in the questionnaires completed by the various participating members of staff were reflective of their positions in the school, (with teachers completing more questions on teaching citizenship and senior management completing more questions on management issues and institutional policy and practice).

The responses from teachers and senior management were coded and recorded for analysis using SPSS. Each item in the school and teacher questionnaires was collated and presented in a series of basic frequency tables. For the purposes of reporting, the findings are presented collectively unless otherwise stated.

### **2.5 CASE STUDIES**

#### **2.5.1 Rationale and sample**

Case studies were conducted in six schools over two years (2004-06). The purpose of the case studies was to facilitate an in-depth exploration of the introduction of Local and Global Citizenship at Key Stage 3; to provide an institutional profile of each school; and a set of exemplars on the implementation of Local and Global Citizenship in post-primary schools in Northern Ireland that usefully could inform other schools (CCEA, 2005).

The case-study schools were selected in consultation with the Steering Committee to be representative of agreed criteria (school type, gender, denomination and exposure to conflict). They were drawn from across the five ELBs and comprised grammar, secondary and special; single and co-educational; controlled, maintained and integrated. A brief description of each school is provided in Table 5<sup>14</sup>.

**Table 5: Case study schools 2004-06**

**School A** is a co-educational voluntary grammar school. The school has approximately 1200 pupils and 85 teaching staff; it is in a rural/urban location with a catchment area of approximately 15 miles. The pupil profile is high ability, with a strong school emphasis on academic achievement. School A currently delivers dedicated citizenship lessons to Year 8 pupils only; this is described as a strategic approach that facilitates a whole-school needs-based audit and the development of a meaningful and effective programme.

**School B** is a maintained girls' secondary school. The school has approximately 650 pupils, 41 teaching staff and seven non-teaching classroom support staff. The school is in an urban/rural location, with a catchment area of approximately ten miles. The community backdrop is one of sectarian tension and sporadic inter-community conflict. The pupil profile is mixed ability. In recent years, the school has received small numbers of ethnic minority pupils. School B has adopted a mixed approach, with modular provision in Year 8 and discrete provision in Years 9 and 10.

**School C** is a controlled, co-educational secondary school. The school has approximately 780 pupils, 42 full-time teaching staff and six classroom assistants. The school is in a rural location, with a catchment area of approximately seven miles. The community has a strong Unionist tradition with a sizeable Catholic minority and some pupils from the Catholic community attend the school. The pupil profile is mixed ability. A small number of ethnic minority pupils have joined the school in recent years. School C is currently part of the pilot programme for the roll-out of the revised curriculum. School C has adopted a modular approach, which is allocated consecutively within certain subject areas (RE; English; History).

**School D** is a controlled secondary school for boys. The school has approximately 1100 pupils and 75 members of staff (including vice-principals, but not including non-teaching support staff). The school is in an urban location with a localized catchment area that has experienced sustained sectarian tension, inter-community feuds and paramilitarism.

<sup>14</sup> Details recorded as of the time of the evaluation.

The pupil profile is mixed ability, with most boys not taking the 11+. Approximately one third of pupils receive free school meals and a high proportion is from single parent families. Over the past few years, a small number of pupils from an ethnic minority background have joined the school. School D currently delivers citizenship as a discrete subject over the school year, although a modular approach is planned to accommodate Employability and PSHE.

**School E** is a grant maintained integrated school. The school has approximately 750 pupils, 58 teaching staff and 29 non-teaching classroom support staff. The school is in an urban location, with a catchment area of approximately 20 miles. The local community background is mainly nationalist, with prolonged periods of sustained sectarian tension and political violence. The pupil profile is mixed ability and a small number of children from an ethnic minority background attend the school. School E has adopted a cross-curricular, whole school approach.

**School F** is a special school for pupils with moderate learning difficulties (MLD). The school has approximately 257 pupils, 34 teaching staff and 13 non-teaching support staff. The school is in a rural location, with a catchment area of approximately 27 miles. The most common learning difficulties amongst pupils are general moderate learning difficulties, specific learning difficulties and emotional and/or behavioural difficulties. However, in recent years, increasing numbers of pupils statemented within the Autistic Spectrum Disorder range have joined the school. School F offer citizenship as a discrete modular subject which is delivered over half of the school year.

## 2.5.2 Procedure

Case study data was collected in two phases with reference to two distinct issues:

<b>Issue 1</b>	Pupils' and teachers' understanding of citizenship themes, issues and associated concepts.
<b>Issue 2</b>	School practice, ethos, and institutional management, including the co-ordination and resourcing of citizenship, democratic processes and community involvement.

Data collection for Phase I was undertaken between April and June 2005 with the focus of enquiry centred on initial arrangements for the introduction of citizenship in each school. This included consideration of institutional ethos, management structures and democratic practice,

exploration of practical issues, including models of implementation, staffing, teaching methodologies and challenges for practice and analysis of selected school literature, teaching resources and samples of pupil coursework. It also included analysis of responses from the teacher and school questionnaires and a series of focused semi-structured interviews with senior management and teaching staff.

Data collection for Phase II took place between March and June 2006 and involved interviews with the citizenship coordinator and/or citizenship teacher; interviews with a teacher not involved in citizenship; pupil focus groups; individual pupil interviews; observation of citizenship lessons; observation of the layout and presentation of the school; and observation of a school council meeting. Data collection was informed by the findings of Phase I and refined to seek information about the specific contexts of each case study school and their response to six key themes<sup>15</sup>, each of which had varying significance and relevance for the individual schools involved. These were:

<b>Theme 1</b>	• The ability levels of pupils
<b>Theme 2</b>	• Gender
<b>Theme 3</b>	• Racism
<b>Theme 4</b>	• Democracy
<b>Theme 5</b>	• Controversial and/or sensitive issues
<b>Theme 6</b>	• Other school initiatives

Schools were contacted in advance of this to discuss the programme of research and to agree the proposed thematic approach.

Semi-structured focused interviews were conducted with citizenship and non-citizenship teaching staff to explore the impact of thematic issues at school level and the extent to which they had influenced the planning, implementation and delivery of citizenship in each school. The interviews lasted between 30-50 minutes.

In addition, focus groups were conducted with 6 to 10 Year 9<sup>16</sup> pupils in each school in order to explore pupils' understanding of citizenship and to discuss their experiences and perceptions of related issues within the classroom, the school and the wider community. These focus group sessions generally lasted between 20-25 minutes. In two of the schools, personal interviews were conducted with individual pupils (two in each school). All interviews were tape-recorded, transcribed, analysed and

<sup>15</sup> The findings from Phase I suggested that at least two of these themes had impacted to a greater or lesser extent on each school. This included their impact on whole school policies and democratic practice, the implementation and development of the citizenship curriculum and pupil behaviours. However, it was acknowledged that although other themes may have less relevance to individual schools, they also could be explored within the interview schedule.

<sup>16</sup> Representing pupils who were participating in the longitudinal questionnaire survey.

checked by another researcher. Teachers and pupils were reassured throughout that the interviews would remain anonymous and would only be heard by members of the research team.

A further dimension of the case studies was the observation of a citizenship lesson in some of the schools. Given the timing of this phase of the research, and the fact that some schools delivered citizenship on a modular basis, it was not possible to conduct a classroom observation in every school. In addition, a pupil-guided 'walking tour' of the school enabled observation of institutional character, as well as the 'visibility' of citizenship and/or citizenship-related themes. In one instance, following negotiation with the citizenship coordinator and council members, the researcher was permitted to observe a school council meeting.

## **2.6 INITIAL TEACHER EDUCATION**

Over the course of the evaluation interviews were conducted with teacher tutors from the four colleges of education and with some student teachers from the University of Ulster.

### **2.6.1 PGCE STUDENTS**

#### **2.6.1.1 Rationale and sample**

During 2003-04, all students at the University of Ulster who had opted to study Local and Global Citizenship as a subsidiary module in their one-year post-graduate certificate in education (PGCE) were invited to take part in semi-structured interviews at the beginning and end of their course. In total, eight students agreed to be interviewed; this included seven students whose main subject was history and one student whose main subject was geography.

A similar series of interviews with a new cohort of students was planned for the academic year 2005/06. Since there had been few changes within initial teacher education in the intervening period, it was considered that greater potential existed in tracking the original interviewees during their first year of teaching. However, it transpired that, in common with many other teaching graduates, a permanent position had been difficult to secure; in addition, a few students could no longer be contacted. In total, semi-structured interviews were conducted with three students from the initial cohort to gain further insight into the perceived immediate and longer-term usefulness of pre-service citizenship training.

Given the limited potential for tracking the original student cohort, it was agreed to conduct a further set of interviews with PGCE students enrolled in the University of Ulster during 2006-07. Students again were invited to take part in semi-structured interviews at the start of their course and following each of their teaching practices in the secondary and grammar school sectors. Five students agreed to be interviewed at the beginning of their PGCE course; they represented Geography (N=2); History (N=1); English (N=1); and Art and Design



(N=1). Of these, four students were available for interview after each teaching practice. The first two sets of interviews were tape-recorded in the University; the third set was conducted via telephone after students had completed their course.

#### **2.6.1.2 Procedure**

Interview schedules were semi-structured and aimed to investigate students' reasons for selecting the citizenship module; their understanding of the Key Concepts of Local and Global Citizenship; the perceived pedagogical implications of teaching citizenship; and their reflections on the impact of citizenship in schools. Follow-up interviews were designed to elaborate on the original questions and also to encourage students to reflect on the theoretical experience of their teacher training course, their practices in different school sectors and consideration of their own professional development. On completion, the interviews were transcribed or written up in full, analysed and checked by another researcher.

### **2.6.2 TEACHER TUTORS**

#### **2.6.2.1 Rationale and sample**

The four teacher-training institutes in Northern Ireland currently offer citizenship modules to PGCE students. Each institution has staff with a remit in citizenship; however, provision currently varies across institutions. Eight teacher-tutors were identified and all agreed to be interviewed.

#### **3.6.2.2 Procedure**

In-depth focused interviews were conducted with the teacher tutors closely associated with the planning and delivery of Local and Global Citizenship during the final phase of the evaluation (2006-07). The purpose of the interviews was to develop an overview of citizenship provision within ITE in Northern Ireland. This included exploration of the development and introduction of citizenship as a study option, the issues and challenges for pedagogical practice, and expectations for the future role of ITE within the wider educational infrastructure.

Interviews took place in the respective work places and lasted between 45-60 minutes, with assurances of confidentiality and anonymity. Six of the interviews were recorded and two (at the interviewees' request) were not. All were transcribed or written up in full, analysed and checked by another researcher.

## **2.7 IN-SERVICE PROFESSIONAL DEVELOPMENT**

### **2.7.1 Rationale and sample**

The introduction of Local & Global Citizenship as a statutory subject into the curriculum at Key Stage 3 has been supported by an in-service training (INSET) programme provided by the Education and Library Boards Curriculum Advisory and Support Service (CASS). Over a period of four years (2002-2006), up to five teachers from each post-primary school in Northern Ireland had the opportunity to take part in a seven-day training programme which aimed to prepare participants to teach citizenship through the dissemination of developmental resources, teaching strategies and classroom activities, and the provision of professional advice and guidance for its implementation.

The aim of the INSET interviews was to explore participants' experiences of the training programme and their motivation for participation; their expectations of the programme; their understandings of Local and Global Citizenship and related issues; their confidence in using alternative teaching methods and classroom management techniques; the relevance of the training to their own personal and professional development; and the potential impact of the subject on pupils inside and outside of school.

Interviews were conducted with a volunteer sample of teachers from each ELB, including representatives from grammar, secondary, controlled and maintained school sectors. Two to four teachers from each ELB area were interviewed. In total, 13 teachers (eleven female and two male) participated. These included teachers from maintained secondary (N=6); controlled secondary (N=2); grammar maintained (N=1); controlled grammar (N=3); integrated (N=1).

### **2.7.2 Procedure**

Interviews were conducted at the beginning and end of the INSET programme. All initial interviews were carried out *in situ*, on the first day prior to the start of the programme. Follow-up interviews were arranged to coincide either with the final training session or were scheduled at teachers' respective schools. Interviewees were informed about the purpose of the research, plans for the dissemination of results and assured on the anonymity and confidentiality of the interview process. Interviews lasted between 15-45 minutes. All interviewees agreed for the interviews to be taped. These were transcribed, analysed and checked by another researcher.

## **2.8 ELB OFFICERS**

### **2.8.1 Rationale and sample**

The INSET programme has been a key element in the preparation for the introduction of Local and Global Citizenship within the revised curriculum. Over the period 2002-2006 specific officers in each of the ELBs were given a remit to develop and deliver an INSET programme for teachers in post-primary schools. In collaboration with other colleagues, officers also developed corresponding curriculum resource materials to support teachers in their practice.

The purpose of the ELB interviews was to gain immediate and retrospective insight into the nature of the training programme; the introduction of alternative teaching methodologies; the profile and motivation of participating teachers; the role of senior management; the strengths and limitations of the programme, and the role of the collective educational community in developing sustainability.

At the time of the evaluation, some of the CASS officers responsible for INSET had been specifically appointed to a seconded position for the duration of the training programme, while others had ongoing remits in other curriculum areas and/or community relations. All Advisory officers and Assistant Advisory officers with a direct remit for citizenship agreed to be interviewed.

### **2.8.2 Procedure**

Interviews were conducted at the beginning (2003-04) and end (2006-07) of the INSET programme. Initial interviews were undertaken with eight officers from across the five ELBs. Seven officers were interviewed in the follow-up interviews. It should be noted that the sample of follow-up interviewees did not entirely correspond with the original cohort. This was due to a changing staff profile as a result of retirements and new appointments; however, all officers interviewed in the follow-up phase had been involved for at least two years in the training programme. All interviews were conducted in the respective ELB venues and lasted between 45-70 minutes, with assurances of confidentiality and anonymity. They were transcribed in full, analysed thematically, and checked by another researcher.

## **2.9 Summary of methodology**

### **2.9.1 Quantitative data**

The quantitative aspect of the evaluation involved gathering data through the administration of pupil, teacher and school questionnaires. All schools (N=33) participated in the first phase of the pupil survey. Questionnaire returns for later phases of the survey were, however, affected by unanticipated constraints attributed, variously, to the non-involvement of pupils in citizenship after Year 8; changes in the position of the citizenship co-ordinator; difficulty accessing pupils due to class re-structuring, and shifting institutional priorities. As a consequence there were variable return rates for phase two (N=27), phase three (N=31) and phase four

(N=26). A total of 24 schools completed the teacher/school questionnaires and 30 schools completed the short school survey.

### **2.9.2 Qualitative data**

The qualitative aspect of the evaluation involved gathering data through a series of interviews with a range of stakeholders, including pupils, teachers, senior managers, ELB officers, teacher tutors and student teachers. These interviews sought to explore individual and institutional experiences of, and contributions to, the development of Local and Global Citizenship. Interview schedules remained sufficiently flexible to accommodate open discussion and the exploration of key issues.

The following section will present in detail the collective findings from each strand organised thematically.

## SECTION C: DETAILED FINDINGS BY THEME

### Introduction

This section presents the findings of both the quantitative and qualitative data collected between 2003-2007 across the seven strands of the evaluation outlined in Part B. The findings are organised under thematic headings (and associated sub themes), which relate to:

Theme 1: Preparation for introducing education for Local and Global Citizenship  
Theme 2: School provision for education for Local and Global Citizenship  
Theme 3: Classroom responses to education for Local and Global Citizenship  
Theme 4: School responses to education for Local and Global Citizenship  
Theme 5: Reported outcomes of education for Local and Global Citizenship  
Theme 6: Perceived opportunities and challenges of education for Local and Global Citizenship

#### Contextual note

It is recognised that although the evaluation is not representative of all of the discrete groups involved (pupils, teachers, student teachers, ELB officers and teacher tutors) it, nevertheless, constitutes a larger data set than other studies in Northern Ireland to date. Consequently, it provides a multi-layered perspective of the introduction of Local and Global Citizenship that usefully validates and cross-references different experiences and perceptions. The findings, therefore, are presented as indicators of broad trends and key issues that should be considered in relation to any additional interventions to support citizenship education or, indeed, any similar educational initiatives.

When considering the findings of this evaluation, readers should bear in mind the unique context in which it was undertaken. It is important to remember that this pilot intervention took place concurrently with the curriculum review process and, as a consequence, support officers, schools and teachers were being asked to invest effort in, experiment with, and respond to proposals that were not fully finalized or statutory in nature. In this context, the degree of investment by all concerned was particularly notable.

Formatted: Bullets and Numbering

## THEME 1: PREPARATION FOR INTRODUCING EDUCATION FOR LOCAL AND GLOBAL CITIZENSHIP

Preparation for the introduction of Local and Global Citizenship in schools was undertaken at four levels, through the provision of:

- 1.1 In-service training (INSET) provided by the Curriculum Advisory and Support Service (CASS) of each of the Education and Library Boards (ELBs)
- 1.2 Specific programmes within Initial Teacher Education (ITE)
- 1.3 Support offered by Non Governmental Organisations (NGOs)
- 1.4 Resources

### 1.1 The INSET preparation of teachers

A key preparatory feature for the introduction of Local and Global Citizenship was a dedicated in-service teacher professional development programme (INSET). It was developed and implemented by Curriculum Advisory and Support Staff (CASS) from the Education and Library Boards and funded by the Department of Education (DE) through the Council for the Curriculum Examinations and Assessment (CCEA), including costs for substitute cover.

#### 1.1.1.2.1 Preparation of the INSET programme

Formatted: Bullets and Numbering

- Each ELB identified specific officers who would have responsibility for developing a co-ordinated approach to support the phased introduction of citizenship to all post-primary schools by September 2007. Over a four-year period, schools from each Board area were offered the opportunity to opt into the INSET programme, which provided seven in-service days for up to five teachers from each school. It was recommended that at least one member of the senior management team should attend from each school. By the end of the programme, it was envisaged that all (or mostly all) 228 post-primary schools and 45 special schools would have taken part<sup>17</sup>.
- Building on the cumulative experience of previous initiatives and the expertise disseminated by the pilot Social, Civic and Political Education Project<sup>18</sup>, the INSET programme sought to help teachers acquire conceptual knowledge, understanding and pedagogical skills, through a flexible, pedagogical framework, and to become active partners in their own professional development. This included considerable emphasis on

<sup>17</sup> DE Research and Statistics, 2006-07.

<sup>18</sup> CCEA/University of Ulster, 1998-2000.

active teaching and learning strategies, including enquiry-based approaches using local, national and international examples.

### 1.1.2: INSET planning and delivery

- INSET was planned collaboratively by ELB officers, drawing on the knowledge and skills of all involved. Given their diverse background and expertise, the establishment of an inter-board forum was an important step towards ensuring greater coherence and consistency. Although individual ELBs occasionally adopted slightly differing approaches, overall, considerable commonality in provision and practice was retained.
- Findings from the teacher questionnaire suggested that professional development was most commonly delivered through INSET (83%), although a minority of teachers also reported provision from:

	(%)
NGO or other voluntary organisation	(12%)
Commercial training organisation	(4%)
Others	(8%)

- Other professional development referred to included PGCE training, the distribution of teaching materials by the school citizenship team, and sessions provided by formal and non-formal education groups.

### 1.1.3: School participation

- There were initial concerns that not all schools would willingly opt in to the training programme and that certain sectors would be under-represented. Some ELB officers reported initial reluctance by several schools to commit to the programme until a more explicit directive on citizenship within the revised curriculum was issued. Other reservations related to the release of teachers for extended INSET (regardless of funding); the nature and content of new curriculum areas; the potential disruption and discipline challenges of substitute cover; and the predominance of an exam culture:

*(....) it's the exam culture and it's also the notion of, we'll wait until it's compulsory before we do it. (ELB Officer)*

- Figures provided by ELB officers revealed that a total of 1014 teachers from 280 schools attended INSET<sup>19</sup>. Data from the teacher/senior management questionnaires revealed that, overall, three quarters (75%) of respondents received professional development for citizenship. It has not been possible to collect data on 'missed' training days from all five

<sup>19</sup> This included teachers from special schools, and alternative education providers, including guidance centres and EOTAS.

ELBs. However, extrapolating from the figures available from some ELBs and based on the 'five teachers per school' quota, there was an estimated loss of 4050 training days over the four years of INSET.

- Interviews confirmed that participation rates were affected by a series of issues. These included: a reluctance by some schools to release the recommended quota of five teachers; the difficulty for smaller schools of releasing what represented a sizeable proportion of staff; difficulties in identifying a cohort of interested and committed staff; and the impact of union action in one year. Additionally, some participating teachers did not attend all of the training days, due either to general absenteeism or to difficulties releasing the same teacher over a sustained period. Occasionally absentees were replaced by colleagues who had no prior experience of earlier training sessions.

*... we had a principal ... who decided I wasn't to be involved in this for whatever reason ... he put substitute teachers in for a year or two year contracts in the first three stages of this training. And I thought, well these teachers are trained and are then heading off; it's an awful waste of money. There was a teacher who was out on secondment to the Board for two years, and when she came back, even though he knew she would probably want to be going at the end of the year, he sent her as well. So it's all been very short term. (Teacher)*

#### **1.1.4: Senior Management participation**

- Prior to the start of training, ELB officers liaised with Principals in an effort to identify the most appropriate staff for INSET and to reduce the possibility of teachers being conscripted to attend rather than volunteering out of personal interest.
- To encourage collective ownership within the school hierarchy and to minimise the possibility of responsibility falling on individual (including junior) teachers, Principals were advised that institutional cohorts should preferably include representation from senior-middle management, even if he/she would not be teaching citizenship:

*.... the people running this do not carry the full responsibility .... the people that are sitting up there at the top end of the school, they're the people responsible for managing that school and they're the people who should also be involved in what is taught, what is not taught, how it's taught and (....) support there. (ELB Officer)*

- A recurrent observation amongst all ELB officers and a few teachers was the limited participation of senior management in the training programme; some ELB officers considered that lack of direct engagement with senior



staff represented a fundamental limitation of the INSET model which had prioritised active pedagogy for classroom practice.

- Low participation rates by senior management in INSET were replicated across all ELBs. Although figures indicated a total attendance of 102, this is somewhat misleading, since it included some senior teachers who were not members of senior management. This shortfall was considered a significant deficiency in the preparation process.

#### 1.1.5 Teacher selection

- ELB officers acknowledged that teachers were at different stages of their personal and professional development and that *states of readiness* varied even within discrete school groups. For this reason, initial induction sessions to raise teacher awareness of the content, proposed direction and implications of INSET were considered an important preparatory strategy.
- This approach was informed by the different professional contexts within which teachers worked, particularly where the introduction of certain issues was sometimes contingent on institutional and wider community backdrops. For this reason, INSET providers were careful to emphasise the flexibility of *when* and *how* issues were introduced:

*.... it's not our job to tell teachers, right, you better go in and start teaching policing. Because it may well be that civil society is not ready for that in certain parts of the [community].* (ELB officer)

- There was strong agreement that less rigorous approaches to selection often produced teachers who were reluctant to engage in the training process. Associated concerns included the potentially negative impact that 'conscripted' teachers could have on other INSET participants, and uncertainty as to how less willing teachers would apply new ideas and skills in their school.
- ELB officer and teacher interviews confirmed that some teachers attended the INSET programme under coercion, while others were nominated with little consideration of their aptitude or interest in the subject matter. Inappropriate teacher selection was often associated with inherent institutional indifference towards Local and Global Citizenship. One teacher noted that:

*Originally, this training would have been for me only. I had to fight to actually get a team. So we got the team but it wasn't a voluntary team.* (Teacher)

- ELB officers and some teachers reported a resistance to INSET that was most commonly associated with the grammar school sector, although the excellent work undertaken in some grammar schools was also acknowledged. Similarly, ELB officers indicated more hesitancy amongst teachers from controlled secondary schools than amongst colleagues from the maintained secondary sector.
- Notwithstanding occasional resistance, interviews with ELB officers and teachers revealed that **most** participating teachers - from a variety of school types and subject backgrounds - demonstrated a commitment to personal and professional development that was sustained during and after training:

*I would say the personal attitude, the enthusiasm, the willingness to take a risk, the personal commitment to young people. I can think of one or two wonderful teachers whom you knew were passionate about young people and about making education relevant to young people.*  
(ELB Officer)

#### 1.1.6 Perceptions of the value of the INSET programme

- Most ELB officers and teacher tutors considered that the status attached by DE to INSET was a key factor in raising the profile, establishing the credentials, and stressing the strategic importance of Local and Global Citizenship at school and policy levels. Some interviewees considered that the accreditation of INSET training might have enhanced the value of this professional development and reinforced a sense of long term commitment to citizenship within the curriculum.
- There was some consensus amongst ELB officers and teacher tutors that the effectiveness of the INSET programme was diminished by its timing since ongoing consultation on the content of the revised curriculum hindered the issue of explicit directives with regard to content and assessment. Conversely, others contended that the early momentum of training reinforced the status of citizenship and gave teachers more opportunity to explore and experiment with teaching approaches and models of implementation prior to its statutory introduction.

*It was useful, yes, and I think that's very important at this stage ... we do have to realize, as a teaching profession, that our strategies and methods have to change, because it is more about active learning ... and I just felt it was difficult to understand new strategies if you didn't understand the concepts behind these new strategies.* (Teacher)

- There was unanimous agreement among both participants and trainers that the INSET programme had been a worthwhile and successful initiative. Responses from the teacher questionnaires also suggested that training was *very useful* or *quite useful*<sup>20</sup>:

	(%)
External training	(83%)
INSET	(50%)
Informal training	(48%)

- For participants and trainers, opportunities to explore classroom practice, to address emerging issues and to share insights were considered key strengths of the training programme. Importantly, the timetable for INSET meant that teachers had the opportunity to experiment with some of the methodologies acquired, and feedback to colleagues during subsequent training days.
- The teacher questionnaires indicated some knowledge of the aims and content of the citizenship curriculum, although there was slightly less understanding about the implementation of citizenship in their own schools within the framework of the revised curriculum. Overall, these respondents *agreed* or *strongly agreed* that they understood:

	(%)
The aims and purposes of citizenship	(76%)
What needs to be covered in the citizenship curriculum	(72%)
How citizenship can be implemented in schools	(74%)
How citizenship has been implemented in their own school	(74%)
Citizenship requirements within the revised curriculum	(66%)
How their school was planning to implement citizenship in the revised curriculum	(63%)

- The questionnaires also revealed that most respondents were familiar with documentation for the revised curriculum at Key Stage 3, but less so at Key Stage 4 and with other citizenship-related documents. In order of frequency, teachers indicated that they were *very familiar* or *quite familiar* with:

<sup>20</sup> It should be noted that responses relating to training provision suggests that INSET and external training may have been interpreted by teachers as similar or inter-changeable terminology.

	(%)
The guidelines for the revised curriculum	(89%)
The Pathways document	(88%)
CCEA Key Stage 3 teaching resource	(76%)
CCEA Key Stage 4 teaching resource	(50%)
The Crick Report <sup>21</sup>	(27%)

### 1.1.7 In-school and inter-school collaboration

- An emergent feature of INSET has been potential opportunities for teacher collaboration and co-operation within and between schools. Although ELB officers and teachers reported that collegiate practice and school clustering had flourished in some instances, wider sharing of expertise and professional networking have, so far, remained less developed.
- The reasons for this were two-fold. Firstly, some ELB officers and teachers conceded that participating schools did not always select a staff cohort that would necessarily gel as an efficient team. Secondly, both also noted a tendency by some teachers to remain within their school groups for the duration of their training, thereby limiting opportunities for productive networking:

*... it was brought very clear to me that it's very hard to intermingle with groups and people kept separate; so, in spite of being adults in a situation working with diversity, you begin to see that there are barriers. Even adults, who have all the great intentions in the world, couldn't overcome them. (Teacher)*

- Evidence of successful intra-school collaborative practice was most commonly reported where careful thought had been given to the combined impact of teacher selection, sound working relationships, and a shared vision for the institutional development of citizenship. Successful inter-school co-operation was generally attributed formally to existing professional relationships forged through long-standing school links or informally, via personal friendships.

#### Summary of main findings

1. A total of 1014 teachers and 102 senior management representing 280<sup>22</sup> schools have participated in INSET for the introduction of Local and Global Citizenship.
2. The priority status attached by DE was instrumental in raising the profile of citizenship, although its academic credentials have been challenged in

<sup>22</sup> This figure includes EOTAS and guidance centres. It should be noted that some senior teachers are not members of the senior management team.

some schools.

3. Resistance by some schools was attributed to lack of an explicit directive on citizenship in the early stages of INSET; reluctance to release teachers for extended professional development; and the predominance of an exam culture.
4. There was some indication of poor teacher selection, including the practice of sending conscripts rather than volunteers. Teacher attendance at INSET was occasionally haphazard and disjointed, and there was limited evidence that teacher capacity was effectively used for teaching or supporting other staff in schools.
5. There was low attendance by representatives from senior management which could strategically undermine and curtail the development, implementation and sustainability of citizenship in schools.
6. The impact, quality and value of INSET were generally good, with opportunities for teachers to improve their understandings of citizenship, acquire new skills and experiment with alternative teaching styles.
7. There was an absence of professional collaboration and networking.

### **Recommendations**

#### **There is a need for:**

1. Continued investment in INSET to redress the reality of incomplete and inconsistent teacher attendance, and poor SMT uptake.
2. An explicit and coherent programme for training that maps on to the continuum of professional development from ITE to Continuing Professional Development (CPD).
3. A recognised qualification that should be mandatory for all who aspire to teach citizenship to ensure the quality of teaching and learning.

## **Theme 1.2: Main findings in relation to ITE preparation of student teachers**

### **1.2 Background**

There are five teacher training providers in Northern Ireland (two of which are denominational), variously offering a four-year B.Ed programme and/or one-year PGCE<sup>23</sup>. Citizenship is offered in each of the institutions included in the evaluation, albeit through differing models. The programmes have generally evolved over several years and have been refined to accommodate the requirements of the revised curriculum.

<sup>23</sup> For the purposes of this evaluation, only four teacher training providers were included.

### 1.2.1 The role of ITE

- It was agreed that ITE occupied a strategic position on the continuum of professional development and that its foundation position should seek to ensure cohesive teacher training courses; offer a relevant and informative experience; reflect the objectives of the revised curriculum; and complement work being implemented in schools.
- There was common agreement for strategic planning in initial teacher education. Importantly, this included greater inter-institutional collaboration and co-operation since students were currently leaving their respective institutions with, potentially, four different perspectives of Local and Global Citizenship.
- Communication between institutions has been commonly described as informal and occasional, and not conducive to collaborative working relationships. All teacher tutors acknowledged the value of institutional co-operation and agreed that a formalised partnership was desirable to ensure greater continuity while enabling institutions to retain their own *forte*.
- Teacher tutors considered that schools had a responsibility to facilitate beginning teachers' professional development in citizenship, and advocated the professional value of including these newly qualified teachers within the citizenship team in a school.
- At the same time, there was consensus on a *settling in* period for beginning teachers, to allow the establishment of classroom management and discipline and to facilitate opportunities for experiential and developmental practice without the responsibility of a co-ordinator post.
- As the changes arising from the Review of Public Administration (RPA) (and the potential reduction of CASS staff) become more apparent, teacher tutors and ELB officers recognised the strategic potential of the four institutions to contribute to training beyond ITE. This might include professional development relating to theoretical and practical understandings of citizenship; personal development; and critically reflective practice.

### 1.2.2 The development of citizenship awareness in ITE

- It was commonly agreed that, although current provision offered students an insight into Citizenship education, it should not be seen by students or by employers as definitive expertise. Rather, teacher tutors sought to stress the progressive nature of citizenship-related teaching and located

their remit within the context of ongoing personal and professional development.

- The delivery of citizenship in the four institutions can be described as discrete and modular, with participation that is variously elective and mandatory; however, there was a general observation that variable approaches exist between and, occasionally, within institutions.
- Overall, ITE preparation for citizenship emphasised the acquisition of professional skills and the development of personal identity. In practical terms, courses sought to familiarise students with the inter-connected nature of the revised curriculum (including the central position of citizenship), and to provide induction in active teaching methodologies. In personal terms, emphasis was placed on the development of a values base to prepare students to engage confidently in their professional life, and on the promotion of an educational philosophy that encouraged reflection on teaching in an increasingly globalised world and in a divided society:

*... it is very much experiential learning, it is very much an adaptative learning methodology. So, in many ways I am working on two levels with them. I am certainly working to develop them professionally with regards to their expertise and give them tools that they can use in the classroom; but I am also very much aware that I am working on a personal way with them as well, so it is personal and professional development. (ITE Tutor)*

- Efforts have been made to ensure that all students have some exposure to Local and Global Citizenship. These have generally involved dedicated events including input from guest facilitators; exploration of citizenship within the context of individual subject areas; seminar series; and joint initiatives between institutions. Each of these has had varying degrees of success.
- The restrictive nature of citizenship provision at ITE was recognised by all teacher tutors and several ELB officers. Although the intensity of the PGCE programme automatically impinged time allocation, there was also some acknowledgement of a similar shortfall in the B.Ed programme due to the modular and/or optional nature of participation.

Summary of main findings
1. ITE occupies a strategic position on the overall continuum of professional development.
2. ITE preparation for citizenship emphasised the acquisition of professional skills, and the development of a values base that encouraged reflection on

teaching in an increasingly globalised world and in a divided society.

3. The delivery of citizenship in the four teacher training institutes is discrete and modular, with both mandatory and elective participation.
4. Differential understanding of, and approaches to, Citizenship Education existed between and, occasionally, within institutions.
5. Limited communication between institutions hindered collaborative partnerships, institutional co-operation and continuity.

#### **Recommendation**

**There is a need for:**

1. The establishment of a citizenship forum across the four teacher training institutions. Priority should be given to the development of a common citizenship programme that still retains institutional specialisms.

### **Theme 1.3: Main findings in relation to the role and contribution of Non-governmental organisations (NGOs)**

#### **1.3 Background**

- A complementary feature of formal training for Local and Global Citizenship has been the contribution of NGOs and other voluntary organisations. A cross-section of organisations has variously provided information sessions, and presented resources at INSET and to PGCE students. ELB officers, teachers and teacher tutors acknowledged such organisational capacity to develop alternative classroom programmes; the value and diversity of much of the published material; the usefulness of potential networking opportunities; and the provision of additional and/or complementary resources.

##### **1.3.1 Use of NGOs**

- Some of the teacher interviewees reported the use of external contributors when teaching citizenship-related topics; this was also confirmed in the school survey, where just over half (53%) of respondents indicated NGO activity over the past year. This involvement variously comprised locally, nationally and internationally recognised humanitarian, human rights and faith-based organisations. Visits, however, were reported as an occasional rather than regular occurrence. Reasons given generally related to the logistics of planning and limited timetable space; it was considered that external contributions could be effectively utilised within more flexible arrangements, for example, through organised themed assemblies or a whole-school activity.



- The teacher/senior management questionnaires confirmed that just less than half of respondents (49%) had used one or more external provider for citizenship lessons. Although voluntary organisations were the most common source of input, overall uptake was recurrently low:

	(%)
Voluntary groups/charities	(22%)
Police	(9%)
Local politicians and councillors	(4%)
Local business men/women	(3%)
Journalists	(3%)
Lawyers/judges	1%
National politicians	1%
Parents	1%

- ELB officers and teacher tutors agreed that NGOs had a strategic and niche contribution within teacher training and classroom practice. It was acknowledged that delivery of CPD should extend beyond the prerogative of CASS, and that NGOs with a specific remit could offer in-depth training in certain areas of the citizenship curriculum that could not necessarily be provided by other training sources.
- It was stressed, however, that NGO engagement should complement but not replace teacher involvement in citizenship lessons; that teachers should ensure NGOs were sufficiently informed about the position of Local and Global Citizenship within the revised curriculum; that any programme should fulfil the school (not organisational) agenda for citizenship; and that NGO input should be monitored to avoid the perceived pitfalls of some previous community relations work:

*... there needs to be some way of working together, where the NGOs can actually help teachers deliver specific aims. I mean, at the moment, the NGOs have their own education passages ... but they also have their own agenda and that needs to be tailored with what the schools' aims and intentions actually are ... I mean it is a fantastic resource and it is not being utilized. The NGOs and education need to work together so that they can maximise the resource which they are not doing at the moment. (ELB officer)*

#### Summary of main findings

1. The training and resource options offered by NGOs are acknowledged as an integral and complementary component of professional development.
2. Relationships with NGOs have not yet been fully exploited although, within the emerging gap in training capacity, there is potential to assume a niche position.

## Recommendations

### There is a need for:

1. More collaborative partnerships with NGOs to enhance teacher expertise, autonomy and institutional ownership.
2. An immediate review of the broad infra-structure for existing professional development to explore collaborative, trans-disciplinary models that flexibly combine the knowledge and expertise of ELBs, ITE, NGOs and teachers.

## Theme1.4: Main findings in relation to the provision of resource materials

### 1.4.1: The CCEA folder

- The Local and Global Citizenship folders published by CCEA have been, to date, the defining resource for teachers of citizenship at Key Stage 3. The folders were devised, designed and developed by a Steering Committee comprising representatives of CCEA, ELB officers with a responsibility for delivering the INSET training and other stakeholders from teacher education and the voluntary sector. It was generally agreed that the folders have provided a common foundation resource for all teachers.
- There was some concern amongst ELB officers about the time delay between the commencement of INSET training and the production of accompanying resources for Key Stage 3 caused, in part, by ongoing consultation on the detail of the revised curriculum. This limited the pace at which resources were disseminated to teachers.
- Teachers and ELB officers have unanimously endorsed the CCEA folders as a valuable resource. The aim of the resource was to provide a contextual and thematic framework from which to introduce Local and Global Citizenship at Key Stage 3. For this reason, it was presented as a *starting pack*, (as opposed to a definitive teaching aid) which teachers would select from and adapt to complement their own material and that acquired from other sources.
- ELB officers highlighted the preparatory nature of the resource, and acknowledged that for those teachers who did not want to take risks, it provided a sound outline of the conceptual framework, thematic specifications and progressive pathways. However, they expressed concern about teacher over-reliance upon it and feared that some teachers would not progress beyond what was presented in the folders, an observation which was confirmed by some teachers and PGCE students:

*I think had we gone in on day one and said, here's the resource, here's the textbook, we would have stifled any development and personal growth. And the big challenge for us this year is now these new teachers know there is a Key Stage 3 resource, when do we introduce it? (ELB Officer)*

#### 1.4.2 Resources and differentiation

- The changing profile of the pupil population and the challenge of differentiation was one of the most recurrent observations during the evaluation, particularly amongst teachers, requiring the development of complementary lessons, strategies and resources for pupils with additional learning needs.
- The development of age- and ability-appropriate lesson plans was an ongoing issue for teachers across all school types – most notably the in secondary sector. Some teachers expressed concern about the suitability of the CCEA folder for all pupils, citing in particular the perceived discrepancy between pupils' literacy and the concepts and associated language of citizenship. In some instances, teachers had successfully adapted resources designed for upper primary pupils as a useful teaching aid.
- A corresponding resource for special schools was produced which is compatible with the thematic content of the citizenship curriculum. Interviews with teachers in the mainstream sector, however, would suggest that the availability of an SEN folder was not commonly known.

#### 1.4.3 Other teaching resources

- Responses in the teacher questionnaire indicated a willingness, when *planning* citizenship or citizenship-related topics, to draw upon resources other than official guidelines. Resources most commonly used by citizenship teachers were:

	(%)
ICT (internet, websites, email)	92%
Own ideas / self-produced materials	90%
Original sources (e.g. human rights declarations)	86%
Media (newspapers, magazines, television)	82%
Official curricular guidelines or frameworks	81%
Materials produced by NGOs/voluntary organisations	77%
Materials produced by commercial/other organisations	58%
Textbooks	47%

- There was some contradiction in the data outcomes relating to the use of resources to *plan* citizenship topics and to *teach* lessons. For example, although less than half of citizenship teachers (47%) reported using a textbook to plan lessons, over three quarters reported the use of text books with students to teach lessons in class.

#### **Summary of main findings**

1. Teachers have drawn on sources other than curriculum guidelines.
2. Alternative resources have included web-based material, self-produced materials and information from NGOs and the media.
3. The changing profile of the pupil population has meant that the development of age- and ability-appropriate lesson plans was an ongoing issue for some teachers.
4. The availability of the SEN folder was not commonly known within mainstream schools.

#### **Recommendations**

##### **There is a need for:**

1. Encouragement to regularly monitor, review and update teaching resources to meet the learning needs of all pupils.
2. The resource developed for the special school sector to be automatically provided as supplementary guidance material to all post-primary schools.

## THEME 2: SCHOOL PROVISION FOR EDUCATION FOR LOCAL AND GLOBAL CITIZENSHIP

Provision in schools for Local and Global Citizenship is reported in relation to:

- 2.1 School provision and planning
- 2.2 Approaches to implementation
- 2.3 Profile of citizenship teachers

### Theme 2.1: Main findings on school provision and planning

- The senior management questionnaires revealed that the majority of schools (71%) were delivering *all* or *most* of the requirements for citizenship. This was reflected in data from the school survey, which indicated that schools had fully (47%) or partly (49%) engaged with citizenship education. Only a small minority of senior management (5%) reported that *none* of the requirements had been delivered so far.
- All teachers reported variable opportunities to teach citizenship in their respective schools. Similarly, all PGCE students reported that they had the opportunity to contribute to the delivery of citizenship in at least one teaching practice, although the amount of engagement varied widely, depending on the nature of institutional provision and corresponding staff commitment.
- There was common agreement among ELB officers, teacher tutors and teachers that the response of senior management was a crucial indicator of how citizenship was embedded within the ethos and practice of schools. It was perceived that attitudes were more positive in schools with a supportive senior management team and a perceptible school ethos.
- The senior management questionnaires revealed that just under half (48%) had conducted an audit (formally or informally) to inform the introduction of citizenship, and a minority (14%) reported that they intended to do so. Only half of senior management (50%) reported an intention to continue citizenship provision post-16.
- Senior management reported limited discussion beyond teaching staff on the introduction of citizenship. Although plans had been discussed with almost two thirds of Governors, there were considerably fewer instances of similar engagement with pupils or parents. In order of frequency, plans had been discussed with:

Governors of the school	(62%)
Pupils	(35%)
Parents	(20%)
Feeder primary schools	(5%)
Community groups	(0%)

- Others who had been informed included teaching/classroom assistants and voluntary organisations associated with the school.

#### Summary of main findings

1. The majority of schools are delivering all or most of the requirements for citizenship education.
2. Support from senior management was considered a crucial indicator of the potential development, implementation and sustainability of citizenship within institutional ethos and practice, and of achieving commitment to whole-school programmes that are relevant to the needs of pupils, teachers and the wider community.

#### Recommendation

##### There is a need for:

1. Discrete professional development for senior management, to include guidance on:
  - The position and contribution of citizenship within the revised curriculum.
  - Models of implementation that are relevant and sustainable within individual school contexts.
  - Meaningful teacher selection as part of institutional commitment to professional development programmes.

#### Theme 2.2: Main findings on approaches to implementation

- ELB officers generally agreed that successful implementation required models of implementation that reflected institutional contexts and needs:

*But schools have worked very, very hard at making sure that their programme fits their school and that ... they own it ... not every school is doing the same thing, which is great. (ELB Officer)*

- Case study, INSET and PGCE interviews suggested that implementation most commonly took the form of a discrete and/or modular approach. This was confirmed by most respondents in the school survey (68%), while cross-curricular implementation was less popular (17%). Additional input for citizenship generally featured as part of school assemblies or *theme* days.

- The senior management questionnaires revealed that, where citizenship had a timetabled slot, provision was most commonly allocated between 45-75 minutes per week at Key Stage 3 (69%) and Key Stage 4 (50%). No respondents indicated citizenship provision in excess of 75 minutes per week at Key Stage 3, although just under one fifth (18%) reported it for Key Stage 4.
- Data from the school survey suggested that discrete citizenship was delivered as one (45%) or two (36%) lessons per week. The number of timetabled lessons suggested allocation based on modular (18%); shared (11%); or discrete (24%) approaches.
- Dedicated cross-curricular and/or extra-curricular initiatives included, for example, Integration Week, cross-community events, fund-raising initiatives, Holocaust Memorial Day, The European Youth Parliament, The Duke of Edinburgh Award Scheme, Mock Elections and the European Studies Programme.
- The teacher questionnaires provided further detail on the most common approaches to implementation in order of frequency:

	(%)
A dedicated timetable slot	(68%)
Citizenship-related modules or topics in PSHE	(28%)
Modules in Geography	(10%)
Extra-curricular or one-off activities	(10%)
Modules in RE	(8%)
Modules in History	(6%)
Tutorials	(6%)
Modules in Business Studies	(6%)
Modules in English	(4%)

- An alternative question in the senior management questionnaire, suggested some contrast in delivery approaches, particularly allocation around dedicated timetable slots and Citizenship/PSHE modules. Senior management reported approaches to implementation based on:

	(%)
Integration into all subjects where applicable	(88%)
A dedicated time slot	(87%)
Dedicated modules in PSHE	(73%)
Through assemblies	(73%)
Through extra-curricular activities	(62%)
Dedicated modules in other subject areas	(50%)
Through tutorials	(50%)

Through special events	(50%)
Through other means	(50%)
Through selected subjects	(33%)

- All respondents indicated that if they were not already doing so, combinations of these approaches would inform future delivery.
- Reasons for current approaches were variously based on:
  - Ease of implementation within existing curriculum and timetable structures
  - The capabilities and preferences of the teaching team
  - The opportunity to explore connected teaching across subject areas and to reflect the cross-curricular nature of citizenship
  - The opportunity to explore whole-school approaches
  - The opportunity to allow students access to all aspects of the citizenship curriculum

### 2.2.1 Discrete provision – modular or continuous provision

- ELB officers and the majority of teachers strongly supported discrete provision for citizenship, co-existing with other implementation strategies to maximise pupil engagement. There was general consensus that, due to timetable pressures, many schools may adopt a modular approach rather than continuous discrete delivery.
- Support for a discrete approach was three-fold. Firstly, to establish credibility; secondly to provide opportunities for in-depth exploration of issues that might otherwise remain superficial or trivial; and thirdly, to consolidate teacher-pupil relationships, particularly given the (potentially) sensitive nature of certain topics.
- A cross-curricular approach was also supported although this tended to be less common. ELB officers, teacher tutors and a few teachers strongly endorsed cross-curricular connections and infusion with other subjects as a means to increase alternative, complementary associations across subject areas:

*... one of the easier things about doing it as a cross-curricular approach is that people are doing things in their own subject where they feel comfortable ... encouraging staff who are not comfortable with it is one of the challenges. (Teacher)*

- Challenges to effective implementation were most commonly attributed to lack of support from senior management and resistance or indifference on the part of colleagues; this included perceptions that citizenship was adequately addressed in other subject areas, or that it should be a parental responsibility:



*Well, to me, it seems rather contrived ... what I knew about it at the time seems to be things that we were doing already, so why does it have to be dressed up and given another name? (Teacher)*

### 2.2.2 Inter-departmental links

- There was agreement amongst ELB officers, teacher tutors and teachers that effective implementation required strategic staffing through a co-ordinated inter-departmental citizenship team that would facilitate capacity-building, ensure citizenship did not become the responsibility of individuals and encourage shared perspectives:

*I would say to the teachers when I am having a meeting, 'use your strengths whenever you go in to teach this, you will have a different approach to me because of your very background. (Teacher)*

- There was some consideration that strategic input from certain teachers was preferable for specific issues, for example, dedicated input from historians and geographers to ensure depth of teaching on global citizenship and on some aspects of local citizenship.
- At the same time, recognising the commitment and skills of teachers from other subject areas, several ELB officers and teacher tutors were resistant to perceptions that History and Geography teachers were natural citizenship teachers on the grounds that not all of these would have the professional interest in, or personal disposition for, citizenship.

#### Summary of main findings

1. Citizenship has largely been implemented through a discrete (modular) approach. This is largely due to timetable restrictions and staff availability.
2. There was strong support for a discrete model of implementation (with cross-curricular infusion) that would establish subject credibility and enable the in-depth exploration of issues.
3. The diversity of teacher experience and subject background was considered a key strength of the training programme, with the potential to nurture collaborative and complementary links within and between subject areas.
4. A co-ordinated inter-departmental team, with some specific expertise, was considered essential for effective implementation of the citizenship curriculum.

## Recommendations

### There is a need for:

1. Exploration of the extent to which citizenship is addressed as a consistent (rather than occasional) feature of the curriculum.
2. 'Maximum benefit' models of implementation based on creative and individual approaches to citizenship that are reflective of the unique context of schools and their wider community.
3. Citizenship to acquire a core position within school and timetable structures. This will require a review of:
  - Institutional practice based on the principles of school improvement, whole-school planning and self-evaluation.
  - The establishment of a committed inter-departmental team led by a co-ordinator, who is a member of, or is supported by senior management.
  - The merits of rolling membership of such a team, in particular, opportunities for teachers to experience various aspects of citizenship planning and implementation, and to ensure that it is not perceived to be the responsibility of one or two individuals.
  - Timetabling arrangements, including consideration of alternative and/or less prescriptive options that reflect the flexibility of the revised curriculum - for example, a fortnightly cycle, collapsed timetables and whole school and/or inter-class engagement.
  - The potential for cross-curricular infusion, including curriculum planning that explores creative and alternative partnerships between subject areas and teachers.

## Theme 2.3: Main findings about Citizenship teachers

### 2.3.1 Motivation

- Many interviewees considered that recruitment of the *right* people to teach citizenship was crucial. Importantly, this included a personal and professional willingness to identify oneself outside the narrow context of subject area(s), and a willingness to address issues in a balanced and sensitive manner:

*You are not presenting an opinion, you are presenting facts and allowing the children to take what they are going to take from that and form their own opinion and I think that is a very important part of being a citizenship teacher that despite your own personal belief that you need to be able to balance those, making sure that you deliver the facts and allow the children to make their own decisions. I think you still need to have a certain emotional connection to the topic or you are not going to be able to teach it successfully. (PGCE Student)*

- Interview data suggested that teacher involvement in citizenship was shaped, to varying extents, by personal and/or professional motivations. There was

consensus that some teachers and student teachers were more pre-disposed than others to be successful citizenship practitioners, and that teachers and students who held strong personal motives were more inclined to see its relevance than those who were motivated solely by professional incentives.

- Teachers' reported personal motivations included interest, enthusiasm and commitment for the subject, along with a desire to be involved in a new area that contributed to the social, emotional and intellectual development of young people.
- Professional motivation was a decisive factor for some, although employment potential became a more audible incentive for PGCE students in the latter stage of the evaluation. This, in part, was attributed to job advertisements that increasingly specified experience in Learning for Life and Work as part of their selection criteria:

*I chose it mainly because my main subject is history ... and I thought that what I could get offered as a history student could work out quite nicely with citizenship. And also with the curriculum ... history might not stand on it's own as a single subject.* (PGCE Student)

- ELB officers and teacher tutors were keen to discourage professional motivation over commitment, aptitude and enthusiasm, and expressed some concern that blanket recruitment in Learning for Life and Work could result in the appointment of teachers with little or no experience of citizenship teaching.

### 2.3.2 Subject background

- Interview and other data suggested that the subject background of teachers and PGCE students was varied, although there was a slightly higher proportion of historians and geographers. ELB officers emphasised, however, that subject background was of secondary importance to teacher disposition:

*.... schools have rung me about next year and about what kind of staff they should send out (....) and I've said subject is immaterial, it's the type of person in the classroom (....) it has to be a confident person, a person who's not afraid to let discussion .... who will allow open-ended discussions, who's not afraid of active participation in the classroom, who's not afraid of criticisms being voiced.* (ELB Officer)

- A number of participating teachers taught more than one subject area. The most common subject areas were: History, Geography, RE, Languages, English, Art and Design. Teacher questionnaires revealed a similar trend, where teachers identified their main subject area(s) as:

Citizenship	(32%)
PSHE	(18%)
History	(18%)
Geography	(15%)
RE	(15%)
English	(13%)

- The diversity of subject areas from which participants were drawn was interpreted by ELB officers and teacher tutors as a core strength of the training programme, which they felt nurtured collaborative and complementary links within and between subject areas that traditionally may not have been explored.
- The majority of teachers and PGCE students identified a link between citizenship and their own subject area. This was defined as a permeable relationship, based on existing and potential curriculum connections. Only a few interviewees struggled to find such a connection and considered that other subject areas had more obvious associations.

### 2.3.3 Teaching experience

- The length of teaching experience varied, ranging from one to thirty seven years, and a high proportion of teachers tended to be in the early or late stages of their careers.
- Contrary to initial pre-conceptions that older teachers might be more resistant to the introduction of new subject areas and methodologies, ELB and teacher tutor interviewees noted that younger teachers were often slightly less open to change and more likely to expect immediate access to resources:

*What we found would have been that the teachers with a degree of experience were probably best able to deal with the training that was on offer, because they were confident in themselves as teachers and they were confident in their subject areas. They were looking for a professional challenge (...) and they weren't afraid to take risks. (ELB Officer)*

- The reported reticence of younger teachers was attributed, variously, to their position on the continuum of professional development and a corresponding lack of confidence. Teachers directed by the requirements of the National Curriculum framework introduced in 1989<sup>24</sup> were perceived to be less autonomous and the flexibility of the revised curriculum presented significant challenges for some.

<sup>24</sup> Northern Ireland. (1989). The Education Reform (Northern Ireland) Order.

- There was a general consensus that all student teachers should have some opportunity to teach citizenship during their school practices so that they could assess their personal and professional propensity to continue with it in the future.
- At the same time, there was some concern from ELB officers and teacher tutors that allocation of responsibility for citizenship to beginning teachers might effectively diminish their confidence and increase the risk of disillusionment. The *ideal* citizenship teacher was considered to be someone with: 4-5 years professional experience; established professional credentials in the school and in the classroom; sound relationships with pupils; and no immediate intention to retire. However, this did not presume the absence of excellent practice amongst beginning and more experienced teachers.
- The senior management questionnaires revealed that teachers currently with a responsibility for citizenship were one or more of the following:

	(%)
Those with experience of teaching citizenship in their own or other schools	(100%)
Those teaching particular subjects, such as History, Geography and RE	(79%)
Those with experience of other relevant teaching in their own or other schools	(70%)

- To a lesser extent, responsibility for teaching and learning in citizenship was variously assumed by:

	(%)
Volunteers	(55%)
Form tutors	(50%)
All or most teachers	(30%)

- Less than one fifth (18%) of senior management had recruited new staff to teach citizenship and a similar proportion (19%) were hoping to do so. Just under three quarters (71%) reported that a citizenship co-ordinator had been appointed; all of these were internal appointments, most commonly based on:

	(%)
Knowledge of the requirements for citizenship	(94%)
Previous experience teaching relevant subjects	(44%)
Relevant experience outside teaching	(31%)

- To a lesser extent, co-ordinators were appointed as:

	(%)
A volunteer	(25%)
Based on previous experience teaching citizenship	(19%)
Having relevant qualifications (e.g. PGCE in citizenship)	(12%)

- Staff with responsibility for developing the citizenship curriculum in schools were most likely to be:

	(%)
The citizenship co-ordinator	(81%)
Staff involved in the teaching of citizenship	(67%)
Heads of Year	(67%)
Senior management team	(57%)
Other staff involvement (e.g. curriculum committee)	(10%)

- The senior management questionnaires revealed the various allocations of additional spine points for teacher involvement in citizenship. Overall, senior management indicated that additional spine points *have been* or *will be* given to:

	(%)
Citizenship co-ordinators	(78%)
Teachers involved in curriculum development	(27%)
Citizenship teachers	(11%)

- The data also indicated that additional spine points *have been* or *will be* awarded for:

	(%)
Co-ordinating citizenship in the school	(24%)
Teaching citizenship	(9%)
Planning the citizenship curriculum	(8%)

#### Summary of main findings

1. Recruitment of the *right* people was considered crucial for the teaching of citizenship.
2. Most schools have appointed a citizenship co-ordinator.
3. Teachers and PGCE Students who engaged with Local and Global Citizenship had a range of personal and professional motivations.
4. Teacher profiles were mixed in terms of age, experience and subject background, although it was considered that younger teachers were slightly more reticent about active methodologies.

5. The appointment of citizenship teachers tends to occur as 'blanket' recruitment for Learning for Life and Work.

### **Recommendations**

#### **There is a need for:**

1. The recruitment of citizenship teachers based on specific subject expertise.
2. Sustained opportunities for student teachers to experience citizenship in schools. This is a key feature of their professional development and future engagement with citizenship.

### THEME 3: CLASSROOM RESPONSES TO EDUCATION FOR LOCAL AND GLOBAL CITIZENSHIP

Classroom responses to Local and Global Citizenship relate to teaching and learning, including:

- 3.1 Use of active methodologies
- 3.2 Preparation for using active learning
- 3.3 Active methodologies and classroom management
- 3.4 Active methods and pupil learning
- 3.5 Use of ICT

#### Theme 3.1: Main findings on use of active methodologies

- Most teachers, pupils and PGCE students indicated that citizenship lessons tended to be a combination of traditional and active approaches, with an increasing emphasis on the latter. Active strategies most commonly were: group work; pair work; discussion and debate; individual research; presentations; ICT; and circle time.
- The majority of teachers and PGCE students reported that their teaching approaches were more active in citizenship than other lessons, although some infusion into other subject areas was also successfully achieved:

*I also found ways to incorporate it into my teaching ... and, as a result, my colleagues in the department also began using that.*  
(Teacher)

- Data from the pupil questionnaire, which was not significant, revealed mixed responses on teaching methodologies, and suggested that active teaching approaches were used slightly less often in citizenship classes than in other lessons:

	Citizenship lessons (%)	Other classes (%)
Group work	86	87
Listening while the teacher talks	84	90
Working from textbooks and worksheets	84	94
Using computers or the Internet.	76	87
Working alone	76	88
Putting ideas into action	67	74
Exploring, discussing and debating issues	62	68



Researching and analysing information from different sources	61	71
Taking notes	58	80
Giving presentations	55	65
Watching television and/or videos	53	64
Role play and drama	53	62
Reflecting on work	51	59
Putting together work portfolios	38	47

- The anomaly between pupil responses in the questionnaire and data from other sources (in particular pupil and teacher interviews) is unclear. Given the experimental and limited (modular) exposure citizenship over the duration of the evaluation, it is possible that pupils' concept of citizenship was less defined than for other curriculum areas. At the same time, the reported use of active teaching approaches in other lessons is a positive finding.
- Responses from the teacher questionnaires suggested that citizenship teachers were **more** likely than non-citizenship teachers to adopt active teaching methodologies, although in most cases, over half of non-citizenship teachers indicated that they *sometimes* or *often* also used these. In order of frequency, teaching methodologies that were *sometimes* or *often* used by citizenship teachers were:

	(%)
Work in groups	96%
Explore, discuss and debate with other students	94%
Listen while the teacher talks	94%
Work from text books and worksheets	79%
Use computers or the internet	77%
Give presentations	73%
Take notes	71%
Watch television and/or videos	71%
Research/analyse information from different sources	68%
Participate in role play/drama	67%
Record own achievements/compile portfolios	60%

- Certain teaching methodologies were used more often in some school types than in others. For example, more pupils from grammar schools reported that they sometimes or often gave presentations in Citizenship classes, while pupils from secondary and integrated schools were more likely to use the internet or computers in Citizenship classes.

<b>Summary of main findings</b>
1. There has been an increase in active teaching methodologies such as group work, discussion and debate.
2. There is still some tendency towards traditional, prescriptive approaches.



<b>Recommendation</b>
<b>There is a need for:</b>
1. Greater exploration of the causal factors that hinder teacher engagement with active methodologies.



### 3.2 Main findings on preparation for using active learning

- The use of active teaching methodologies was a fundamental feature of the INSET programme and ITE modules. Its purpose was to encourage teachers to become facilitators in their own learning process, with the intention that pedagogical practices explored within respective training forums would be transferred to classroom contexts.
- The pedagogical framework employed at INSET was sufficiently flexible to accommodate both the variety of subject matter and the institutional and/or community contexts within which teachers worked. This was positively received by the majority of participating teachers, some of whom acknowledged the personal and professional challenges it presented:

*We felt that no matter what the content would be, as long as we explored the methodology that then you can contextualise work for any issues. So we kind of went down the route of providing skills and giving teachers the opportunity to share across .... between themselves in their own schools. Because again, for the first time probably for most of them, they had the opportunity for five of them to sit and talk together. (ELB Officer)*

- Although most ELB officers and teacher tutors acknowledged the prospective uncertainty of engaging in less traditional teaching approaches, most teachers and student teachers welcomed the opportunity to acquire a skills base within a pro-active and supportive environment.
- For this reason, as part of their respective training, teachers and PGCE students were encouraged to pilot and evaluate methodologies and to share experiences with colleagues during subsequent training and/or seminars. Although some were initially apprehensive, this illustrated the

versatility of active methodologies to address a variety of subject matter and to meet the needs of diverse groups of pupils.

### 3.3 Main findings on active methodologies and classroom management

- Professional reluctance to relinquish classroom control was a concern for some teachers and PGCE students unfamiliar with active approaches or lacking in experience. Several teachers acknowledged that the prospect of pupils being actively involved in and/or directing their own learning had been a major pedagogical shift.
- Overall, teachers reported few difficulties with classroom management. Several stressed that a good relationship with pupils was a priority for co-ordinating an active citizenship lesson. In particular, the organisation of homogeneous and heterogeneous groups - for example, by ability or gender – was most successfully negotiated when the teacher was familiar with the background, aptitude, capability and personalities of pupils.
- The establishment of a class charter or mission statement, developed and agreed by pupils, and outlining a series of class rules (including freedom to express a viewpoint; accepting the validity of alternative opinions; listening to others; not interrupting; and not laughing at others) was one of the most commonly reported techniques to establish mutually respectful classroom behaviour.
- Practical issues, including timetable constraints, traditional classroom layouts and large class sizes affected the extent to which active learning was applied. For example, evidence from case study, INSET and PGCE interviews suggested that unless citizenship was allocated a double period there was often insufficient time to organise and co-ordinate an active lesson.
- Interviews and observations in the case study schools also indicated that, because citizenship lessons tended to take place in subject-based classrooms this limited the amount of wall space available to display pupil work. Instead, citizenship-related themes were frequently displayed in corridors and walls around the school.

Summary of main findings
1. INSET successfully introduced teachers to active methodologies and encouraged thinking and critical reflection about pedagogical practice and classroom management.
2. The majority of teachers welcomed the opportunity to expand their repertoire of skills and to experiment with alternative teaching styles.
3. There is some indication that active methodologies have challenged

professional mindsets on classroom discipline and control.

4. The main challenges for active methodologies are limited class time; physical layout of classrooms and large class sizes.

#### Recommendations

##### There is a need for:

1. Ongoing professional development, support and guidance for active teaching.
2. Greater thought to the allocation of classrooms and class time for the management of effective, active citizenship lessons.

### 3.4 Main findings on active methodologies and pupil learning

- The majority of teachers and PGCE students utilised a complementary process of directed, autonomous and peer learning. There was general consensus that teaching approaches to encourage discussion, reflection, and empathy had a beneficial impact on pupils' cognitive and affective behaviour – in particular, raised self-confidence and esteem, a willingness to speak up in class, but also an ability to listen to others.
- Interviewees acknowledged that pupil engagement with active learning was a cumulative process that could be affected variously by maturity, the predominance of traditional learning environments, and the extent to which similar pedagogies were applied in other classes:

*It would be the discussion that I would be a bit apprehensive of because I am worried sometimes that pupils are very wary of discussion, I don't think they get enough of an opportunity to do it in other subjects and whenever you sit down and ask them a question, they are nervous because they think there is some sort of wrong answer, so I think that if they get more of an opportunity for discussion in their other subjects that that should become easier over time. (PGCE Student)*

- Consequently, although quite a few teachers agreed that citizenship lessons had generally challenged pupil perspectives and encouraged reflection, pupil reluctance to be at variance with the majority view, and instances of saying the *right* thing were also reported. A few pupils were less inclined to agree that their opinions had been significantly altered through citizenship lessons.
- The collaborative nature of citizenship lessons enabled pupils of all abilities to work co-operatively and to develop their individual strengths,

and several teachers commented on the intrinsic value of active learning approaches for lower ability pupils:

*I think it might actually raise the self-esteem of pupils who may see themselves designated as being lower ability pupils or may perceive themselves in that light. The fact that they have a contribution to make in relation to a subject like citizenship. I think that might help them as individuals and also to see that they have an important contribution to make to the group. (Teacher)*

- The majority of pupils in the focus group and individual interviews were strongly in favour of active learning approaches and reported enjoyable classroom experiences because of the flexibility, autonomy and freedom that citizenship lessons encouraged:

*There wasn't just one right answer, you can have personal views ... there is more chance of you expressing your views about something like that in citizenship than in any other lesson. (Pupil)*

- A few pupils described citizenship lessons that had little or no active engagement. In these instances, teacher control defined the direction of the lesson; pupils tended to work from text books or worksheets; there was little class discussion; and alternative viewpoints were not encouraged.
- For many teachers and pupils in the case study schools, the potential spontaneity of citizenship lessons was positively endorsed. Deviation from a planned lesson most commonly occurred in response to a specific news item or to an issue raised by pupils in class. Importantly, teachers felt sufficiently confident to adapt or re-direct their lesson, and pupils appreciated concurrent opportunities for discussion and debate.

#### **Summary of main findings**

1. Teachers considered that the use of active methodologies enhanced pupils' learning and behaviour.
2. Teachers considered active approaches offered greater learning opportunities for pupils of all abilities.
3. Pupil responses to active learning were very positive.

#### **Recommendations**

##### **There is a need for:**

1. Promotion of the cognitive and affective benefits of active learning.
2. Guidance and exemplars on the most commonly used and/or successful methodologies for diverse groups of learners.

### 3.5 Main findings on the use of ICT

- The teacher/senior management questionnaires revealed that the majority of respondents (90%) had access to ICT facilities for citizenship lessons and activities. Where access was not currently available, almost three quarters of respondents (70%) indicated plans to do so.
- The majority of these respondents (92%) indicated that they envisaged the internet being used for citizenship lessons and activities in the future, particularly NGO and news-related web-sites. Access up to date information was the primary motivation, along with the ready availability of suggested activities and alternative resources.
- Senior management indicated that ICT facilities for teachers were available *most of the time* or *all of the time* for teachers (100%) and pupils (90%). Facilities were located *most of the time* or *all of the time* in:

Teacher work areas	(96%)
Other instructional areas (e.g. computer labs or library)	(91%)
Classrooms	(86%)

- Citizenship teachers indicated that the internet was used in *some* or *most* lessons by:

Teachers researching topical issues and events	76%
Teachers in lessons with students	73%
Students working on tasks outside lessons	69%
Students working at home	64%
Teachers planning lessons and activities	60%
Students working in the local community	40%

- Although pupil questionnaire responses confirmed regular use of ICT in citizenship lessons, interviews with several case study and INSET teachers and PGCE students did not suggest regular utility. While the majority of citizenship teachers (92%) reported the use of ICT to plan lessons, just over three quarters (77%) reported the use of ICT with students in class.
- This is explained, in part, by the physical layout of computer facilities in schools. Although the majority of teachers and senior management claimed that there was easy access to ICT facilities, it is recognised that this may be restricted by timetable availability, subject priority or the exam status of certain classes. In addition, the number of computers in classrooms was low, thereby limiting pupil access at any one time.

- There was some evidence of the use of ICT beyond conventional classroom use, through the production of short films and *vox pop* scenarios on citizenship-related issues.
- The senior management questionnaire indicated that, in institutional terms, the internet was most commonly used as an information source to:

Present information about the school	(81%)
Link to the community	(29%)
Link to other schools	(24%)
Present citizenship curriculum guidelines	(14%)
Present citizenship lessons and activities	(10%)

#### **Summary of main findings**

1. Although ICT facilities are available in most schools, there was less evidence of regular utility as a teaching and learning approach.
2. Access to ICT facilities was affected, in part, by timetable space and the limited availability of computers in classrooms.

#### **Recommendation**

##### **There is a need for:**

1. Improved promotion and use of, ICT facilities available to all schools through Classroom 2000 (C2K).

## THEME 4: SCHOOL RESPONSES TO EDUCATION FOR LOCAL AND GLOBAL CITIZENSHIP

Findings on school responses to Local and Global Citizenship relate to school ethos and specifically:

- 4.1 Democratic practices in schools
- 4.2 Provision for School Councils; Pupil participation and
- 4.3 Taking account of 'pupil voice'<sup>25</sup>
- 4.4 School policies

### Theme 4.1: Main findings on democratic practice

- Overall, teacher interviewees presented their schools as reasonably democratic institutions, with positive relationships amongst staff and pupils, and generally good relations with parents and the wider community.
- Many teachers acknowledged the inherent relationship between school ethos and the principles of citizenship. The extent to which this was explicitly apparent in the case study schools varied; some schools promoted their institutional ethos through a centrally positioned vision statement with associated posters and wall displays; others retained an emphasis on denominational status, academic and/or sporting achievement.
- Similarly, there were different emphases on democratic practice. For example, school mission statements variously promoted a culture of mutual respect, a philosophy of inclusion, or the sustainability of good relations:

*... one of the most heartening things working here is looking at 6<sup>th</sup> formers who have formed, what I would imagine, would be life-long friendships ... And when you get students who tell you that their friendships in school have influenced their family and siblings who don't go to this school ... it has an integrating effect on a wide circle of friends. (Teacher)*

- The teacher/senior management questionnaires suggested institutional commitment towards democratic engagement, with higher agreement from senior management. Overall, respondents *agreed* or *strongly agreed* that:

<sup>25</sup> In a democratic school all individuals and groups have the right to participate in all of the democratic practices within that school and adults have the responsibility to ensure that no groups or individuals are excluded from these practices. *Active citizenship* or 'student voice' is present in any classroom when the teacher facilitates pupil involvement and in any school where pupils' views and opinions are sought and taken into account.



	(%)
Students are encouraged to participate in extra-curricular activities	(98%)
The school has good relationships with the wider community	(89%)
The whole school is involved in discussions and decision making	(61%)

- Overall, the majority of respondents *disagreed* or *strongly disagreed* that:

	(%)
There are poor relationships within the school between staff and students	(99%)
There are poor relationships amongst staff members	(93%)

- A few teachers and PGCE students reported institutional climates that were at odds with the fundamental principles of citizenship and democratic practice. In those instances where the school ethos was perceived to be less transparent, reasons were variously attributed to the restrictions of a traditional *top down* management hierarchy; lack of committed leadership from head teachers and other senior management; and poor staff collegiality.

#### Summary of main findings

- Many teachers acknowledged the inherent relationship between school ethos and the values of citizenship.
- It was generally considered that good relationships exist within and between staff and pupils.

#### Recommendation

##### There is a need for:

- Genuine opportunities for democratic and political engagement, and improved democratic practices in schools.

#### Theme 4.2: Main findings on provision for school councils

- Teachers commonly agreed it was imperative that school councils were given credible status so that pupils could recognise the contribution and impact of their voice on issues within the school.
- There was a degree of scepticism among both teachers and pupils about the power of school councils to initiate change, including perceptions that they existed in name only; that outcomes would not be seriously

considered by SMT; and that their status would only be tested when staff was required to act upon significant council decisions.

- There was general agreement amongst teachers and ELB officers that democratic initiatives such as the school council were viewed with some apprehension, particularly where teacher control was a decisive issue. It was perceived that professional uncertainty about joint staff-pupil approaches to school decision-making tended to perpetuate of a '*them*' and '*us*' mindset.
- The pupil questionnaires confirmed the presence of a school council in most schools:

	(%)
School council	(79%)
No school council	(10%)
Don't know	(11%)

- Although not significant, pupils from integrated schools were **most** likely to indicate they had a school council, closely followed by grammar schools. A minority of pupils (9%) reported other councils within the school, for example, charity committees, class councils and a parent's council.
- Less than half of the respondents (44%) in the teacher/senior management questionnaires considered that pupils had *quite a bit* or *a lot* of opportunities to be involved in running the school through school or student councils; only a quarter (25%) indicated that students had *quite a bit* or *a lot* of say in how the school was organised and run.
- Case study interviews revealed that action had been taken on school council decisions relating to improvements in locker and cloakroom areas; the installation of a pay-phone; outdoor sports facilities; school uniform; bells; and the establishment of re-cycling and Fair Trade schemes. In one instance, pupils had contributed, through the council, to the development of criteria for the appointment of a new principal.

#### Summary of main findings

1. The majority of schools had a school council.
2. There was some scepticism amongst pupils and teachers about the status of school councils and their power to initiate change.

#### Recommendations

##### There is a need for:

1. Schools councils to be made statutory.
2. Guidance on schools' councils to be disseminated to all pupils, staff

(including ancillary staff), Boards of Governors and parents.

#### Theme 4.3: Main findings on pupil voice

- While teacher interviewees readily acknowledged the connection between democratic practice and citizenship, there was some variance relating to the perceived balance between democracy and pupil voice:

*...we haven't really gone down that road at all, no, we're really only at the very beginning. There is not a great deal of democracy, certainly not in terms of pupil consciousness or anything like that ... I think there is a lot of work to be done. (Teacher)*

- Statistically, pupils' perceptions of school democracy were linked to the type of school they attended; those from integrated schools gave greatest indication of a democratic ethos.
- Responses in the teacher/senior management questionnaires suggested that, generally, pupils had *some* input into decision making processes in the school, although the extent of their involvement was perceptibly limited:

	(%)
School/student councils	(44%)
Pupil involvement in how in the school is organised and run	(25%)
Opportunities for pupils to work together	(26%)
Pupil consultation on the development of school rules and policies	(22%)
Pupil discussion with teachers how to work during lessons	(16%)
Pupil involvement in planning teaching and learning	(5%)

- Pupils were **less** likely to indicate that they were consulted on school rules and/or policies, and their reported input decreased significantly over the duration of the questionnaire. Only students in integrated schools perceived that student involvement in the school **increased** over time.
- Similarly, over time, pupils perceived their schools to be relatively undemocratic institutions. This was reinforced by teacher consensus that, while citizenship had raised pupil expectations of democracy in school, it had also highlighted limitations in existing practice.
- Overall, the findings suggested partial acknowledgement of pupil voice, which has improved slightly from a situation where pupils had little

democratic freedom to one of managed autonomy within limited boundaries.

<b>Summary of main findings</b>
1. There is a disparity between schools' perceptions of institutional democracy and the extent of cognizance given to pupil voice. 2. Experience of citizenship education has raised pupils' expectations of democracy, and their awareness of the limitations of existing practice in school.



<b>Recommendation</b>
<b>There is a need for:</b> 1. A representative pupil voice that should be a visible, active and inherent feature of institutional democracy.



#### **Theme 4.4: Main findings on school policies**

##### **4.4.1 School policies on Sectarianism, racism and other 'isms'**

- All case study schools had established an explicit anti-sectarian policy and sectarian behaviour often warranted immediate suspension or, in some cases, expulsion.
- Some interviewees indicated that current anti-racist policy was subject to regular review in light of changing pupil and community demographics. Where anti-racist policies already existed, they tended to be within the context of a broader discipline or anti-bullying policy. Racist behaviour also tended to be dealt with through automatic pupil suspension.
- The numbers of pupils from ethnic minority backgrounds remained small in many schools. Interviews and observations in the case study schools revealed a series of integration strategies, including support from the Special Educational Needs Co-ordinator (SENCO) and the languages department; the introduction of a buddy system; and translations placed at strategic places around the school. These approaches were described as a learning curve that would be subject to ongoing review.
- A few teachers reported the personal and professional challenges of facilitating 'extreme' pupil views. This was an infrequent, but nevertheless important, issue. A few case study and INSET interviews suggested that racist and sectarian behaviours sometimes could be minimised on the grounds of pupil immaturity or because they had occurred outside the classroom. At the same time, both teachers and pupils acknowledged racist and sectarian behaviour as a latent issue because pupils knew the *right* thing to say in class:

*... normally, the teachers don't catch them [other pupils] that much because they are clever, you know, because they don't do it [make racist comments] around the teachers, so they don't get caught. (Pupil)*

- There was a perception amongst some pupils that racist behaviour was as much, if not more, of a problem as sectarianism, and that schools needed to focus more strongly on this. Whilst pupils considered that sectarian/racist behaviour was largely inconspicuous in the classroom, they reported regular instances of both subtle and severe behaviours in the wider school environment, on school buses and in the community.
- Although behaviours relating to sectarianism and racism drew most comment in interviews, there was general consensus that other behaviours, particularly homophobia, sexism and bullying, had become increasingly problematic. A few teachers considered that gaps in teacher-pupil communication could overlook the prevalence of such issues and undermine the extent to which each was unambiguously addressed within institutional policy.

#### **Summary of main findings**

1. Although there is evidence of school policies for sectarian and racist behaviour, the latter tends to be a less explicit feature of broader discipline policy.
2. There was a perception that racist behaviour is as much, if not more, of a problem as sectarianism.
3. Other anti-social behaviours, particularly homophobia, sexism and bullying, were becoming increasingly problematic.

#### **Recommendation**

##### **There is a need for:**

1. Unambiguous and discrete policy(ies) on anti-social behaviours and promotion of remedial strategies to address the most prevalent.

#### **4.4.2 Assessment policies**

- During the lifespan of the evaluation, formal guidance on the assessment of citizenship was still in development. Accordingly, strategies for the assessment of citizenship were variable and were undertaken at the discretion of individual schools.
- The teacher/senior management questionnaires indicated that less than one third of schools (31%) have attempted to assess student progress in relation to citizenship.

- Less than one third of senior management indicated that their school had an agreed policy for recognising achievement in citizenship at Key Stage 3 (30%) and at Key Stage 4 (33%). This most commonly involved the development of certificates adapted from NGOs. Those who did not plan to introduce such a policy variously cited the onus of additional bureaucracy, the modular status of citizenship, and a school policy not to offer awards in any subject.
- Of those schools who did assess students in citizenship, the most common methods were:

	(%)
Student responses	52%
Group tasks	36%
Self-assessment	36%
Portfolio of evidence	36%
Observation of students	33%
Action project	33%
Written tasks and essays	30%
Tests	24%
Peer assessment	15%
Other	15%

- Teacher interviewees also reported a combination of formal and non-formal approaches to assessment involving written and oral formats, short knowledge tests, verbal reasoning, project work, group work and presentations. Generally, teachers expressed a preference for research and action-based projects and the option to measure pupil understanding through progressive monitoring and evaluation.

#### 4.4.3 The merits of assessment

- Overall, there were mixed responses to assessment, suggesting that it is still an area of uncertainty. It was commonly acknowledged that academic credibility as yet remains the fundamental barometer by which a subject is perceived and that, without established accreditation, some pupils and teachers would continue to dismiss citizenship. This view was more commonly ascribed to the grammar school sector, although similar attitudes prevailed in some secondary schools.
- Conversely, the perceived potential of assessment strategies to undermine the unique character of the subject through the evaluation of *good* (and, by default, *bad*) citizens was considered the antithesis of the philosophy of citizenship. This included concerns that pupils would be reluctant to engage in open and honest debate:

*I personally think if you go down the road of it is right or it is wrong at Key Stage 3, I will have lost all of that freedom that the children have acquired of being able to speak out, not worrying about whether this is right or wrong and I would hate to lose that.* (Teacher)

- Improved opportunities for pupil autonomy were perceived as a valuable tool to traditional assessment. For example, the use of self-assessment, peer assessment and evaluation strategies such as ‘two stars and a wish’ was perceived to engage pupils as active participants in their learning and to engender greater creativity and confidence:

*Everybody will have something positive said about their work and shown how to improve it. To get children more inclined to take risks, because a lot of them don't want to take risks, they don't want to fail.* (Teacher)

- There was general agreement that the intellectual, emotional, social and personal development of pupils characterised citizenship as a progressive and ongoing learning experience that would equip them for life beyond school. Accordingly, it was felt that learning should not be measured solely as an immediate or mechanistic outcome.

#### **4.4.4 Assessment and how pupils learn**

- Overall, it was acknowledged that some form of assessment could effectively monitor pupil progress and would counteract any possibility of institutional and individual indifference. Preferred options were approaches that would not constrain or undermine pupil (and teacher) experiences of citizenship or seek to measure intellectual accomplishment only.
- The application of mixed and/or non-written assessment was perceived to best meet the learning needs of all pupils. For example, the endorsement of action-based approaches was based on consideration that: pupils' capacity to engage in discussion and debate offered a more complete insight into their learning; citizenship should not become purely test-driven; and equal priority should be attached to pupils' creative aptitudes.

*I would be worried that by assessing it you'd be losing the purpose of the subject ... by making it an academic subject pupils will come to it differently, and if they're going to treat it as an exam [subject] ... it might break up that situation where they feel they can talk openly and discuss things.* (Teacher)

- There was some consideration that assessment strategies should also accommodate gender approaches to learning. In particular, this included the perceived tendency amongst boys to be overly gregarious or to withdraw from discussions so as not to be seen as 'soft'. In these instances, behaviour management strategies that gradually introduced boys to the process of shared discussion had been successfully employed:

*Sometimes, I have given them photographs ... and it's giving them a wee bit of security ... because they are talking about what they can see rather than about themselves ... but they really don't want to be seen to be looking into [some issues] incase they are seen as being effeminate. (Teacher)*

#### **Summary of main findings**

1. Attitudes towards assessment are mixed, reflecting some tension between the nature of learning in citizenship and academic credibility.
2. Where used, assessment has involved a mixture of formal and informal approaches.
3. Contrasting viewpoints on assessment related to emphasis on academic rigour that could inhibit open and honest classroom debate.
4. The nature of the citizenship curriculum highlighted differences in the way pupils learn, particularly in terms of gender and ability.
5. It was considered that options for assessment should include approaches that evaluate the aptitudes and capabilities of all pupils.

#### **Recommendations**

##### **There is a need for:**

1. Clear guidance on the rationale for assessment that is compatible with the flexibility of the conceptual framework and that reflects the specific context of the citizenship curriculum.
2. Consideration of generic assessment tools that can be adapted to monitor pupil progress in a meaningful and relevant way.
3. Assessment strategies that evaluate achievement beyond academic success only, and that accommodate the individual nature of pupil learning.
4. Encouragement of creative approaches to assessment that extend beyond traditional mechanistic measures to accommodate all pupil aptitudes.
5. Exemplars and guidance to monitor and evaluate pupil progress.



## **THEME 5: REPORTED OUTCOMES OF EDUCATION FOR LOCAL AND GLOBAL CITIZENSHIP**

Findings reported under this theme relate to the influence and impact of the introduction of citizenship education into the Northern Ireland Curriculum upon:

- 5.1 Teacher knowledge and understanding of aims and purposes
- 5.2 Pupil knowledge and understanding, confidence, attitudes and behaviour in relation to each of the four key concepts of Local and Global Citizenship
- 5.3 Trust in institutions
- 5.4 Association with identity
- 5.5 Association with action and civic engagement among pupils and teachers

### **Theme 5.1: Main findings on teacher knowledge and understanding of aims and purposes**

#### **5.1.1 Nuances of understanding relating to how citizenship is interpreted**

- Data from a range of sources indicated that groups (pupils, teachers, student teachers, ELB officers and teacher tutors) had different understandings of the purpose and potential outcomes of citizenship education, according to whether they perceived citizenship education to be mainly about: conceptual understanding; about local or global issues; about identity (who you are); or about action (what you do as a citizen).

#### **5.1.2 Teacher knowledge and understanding**

- Senior managers expressed the view that just over half (58%) of their teachers shared a common understanding of citizenship education.
- Teacher interpretations of citizenship varied substantially, from a developed understanding to one that was less secure, even between teachers in the same school.
- Those teachers who offered an interpretation most commonly tended to reiterate the guidance literature relating to Local and Global Citizenship, namely, that citizenship is about the role and contribution of the individual within society:

*Citizenship education, I suppose, is looking at society around you, both at local level, national and European level, looking at rights and responsibilities of individuals and opportunities that are open to everyone and appreciating all groups in society, whether it be NI religious groups or sub groups. So, I think citizenship is an overall*

*awareness and appreciation of what makes up society at the minute and how individuals can contribute to society and be active citizens. (Teacher)*

- Interviews with in-service participants suggested that teachers' understanding became more refined over time; they became more fluent in the language, and developed an informed and shared interpretation that appreciated the potential intellectual, emotional and social benefits. They also appeared to share a common understanding of the key concepts within a framework of rights and responsibilities.
- The most common citizenship **topics** referenced by teachers included: difference, disability and inclusion; sectarianism, ageism and racism; poverty, refugees and globalisation; bullying in schools; vandalism and violence; and political institutions and processes. The skills and attributes which teachers most commonly referenced in relation to citizenship included: empathy; critical thinking and reflection; listening and taking perspective; decision-making; independent thought and learning; and enabling change through active participation.

### **5.1.3 Student teacher knowledge and understanding**

- Interviews with the initial cohort of PGCE students revealed a similar trend to teachers participating in the in-service programme, in that the varied understandings of citizenship offered at the outset of their course became refined over time towards a more generic rights-based interpretation underpinned by a values-based approach to teaching and learning.
- Interviews with the final cohort of PGCE students suggested increased familiarity with the language of citizenship, and an interpretation that emphasised active membership of one's community. The emphasis on community was a common feature of these students' responses, with a recurrent expectation that citizenship education should encourage engagement with local issues:

*I suppose it is just about being involved in your own community and being involved with other communities in your area and again with Northern Ireland, all these cross community links are very important. (PGCE Student)*

### **5.1.4 ELB and ITE tutor perceptions**

- Several ELB officers and ITE tutors indicated that greater attention should have been given within INSET to the theory of citizenship education, noting that teachers were more inclined to focus on methodology than on the underpinning principles. The absence of a theoretical and conceptual

framework was considered a critical gap in the INSET programme, and was attributed, in part, to: its limited duration; to the priority of preparing teachers for classroom practice; and to a professional mindset that viewed the purpose of training as the acquisition of professional skills and appropriate classroom resources.

- ELB officers and teacher tutors conceded that teacher's limited perceptions of the aim and purpose of citizenship was a possible consequence of the prescriptive nature of the former curriculum; a by-product of school accountability, market forces and academic credibility; and the restrictive effect of traditional classroom environments on experimental pedagogy.
- ELB officers and teacher tutors were of the view that because different emphases on the aim and purpose citizenship education existed across the four teacher training institutions, there was a danger that beginning teachers might have different interpretations from each other and from teachers who had participated in INSET.

#### **5.1.5 Understanding of the intended link between local and global citizenship**

- The majority of interviewees agreed that the implication of Local and Global Citizenship was that issues explored in one domain should equally be investigated in the other. Yet, in general, citizenship concepts were frequently defined within a local framework. There was less explicit reference to global issues; little evidence of thematic connections between local and global contexts; and limited appreciation of the dual concepts of each.
- There was common agreement that local citizenship was more easily interpreted than global. Overall, teacher and student teacher understandings of global citizenship tended to be less defined and less emphasised, with a focus on contemporary international issues, trade and aid that were often only superficially explored. Pupil interpretations of global citizenship were frequently articulated within a narrow frame of reference that suggested a recurrent focus on Africa, the war in Iraq, charity fundraising and, to a much lesser extent, sustainable development.
- Teachers agreed that links between local and global issues were, as yet, a less developed feature of the citizenship curriculum and reported mixed success in establishing appropriately balanced connections between the two. This meant that local and global issues often remained separate, limiting opportunities for pupils to reconcile global content with similar, comparable issues in their immediate environment:

*... it is going to become more and more necessary as time goes on, in terms not just of the community here as it becomes more diverse, but in terms of pupils getting to grips with global issues and realising that there is something that they can do, they can make a difference even if it is only small. (Teacher)*

- There were contrasting approaches to the introduction of local and global issues. Whilst some teachers considered a focus on the local dimension was a necessary pre-requisite for global citizenship, others preferred the introduction of international perspectives as an objective basis from which to initiate discussion on local topics – particularly controversial/sensitive issues:

*I've always been a great believer that I teach global citizenship first so that pupils can empathise with problems elsewhere in the world. And, very often, they're sympathetic to the needs of others ... and if they've made that judgement ... when they come to look at it again on a more localised level, I think, in all conscience they can't suddenly say, 'Well, that's alright', because they've seen it more holistically.' (Teacher)*

- The teacher questionnaire suggested that less than one third of respondents (29%) felt *very confident* teaching topics on the global community and international organisations and less than half (49%) only felt somewhat confident. Data from the pupil questionnaire, which was not significant, indicated that just over half (53%) had learned about global responsibility in their lessons.
- Inevitably, perhaps, many pupils reported a lack of interest in global issues, considering them limited in scope and content and of little relevance to their lives. As one pupil stated:

*Africa, Africa, they're poor, we get it! (Pupil)*

- In a few instances, however, pupils demonstrated evidence of connected learning:

*I didn't realise that there were still homeless people in Northern Ireland. They are getting mistreated and all. Like, even when you're walking around Belfast, sometimes you see that, but I never knew that the numbers were that big. (Pupil)*

- Overall, the majority of pupils expressed a strong preference for local citizenship. The most common areas of interest were: the origins and legacy of 'The Troubles'; sectarianism and religious diversity; paramilitary organisations; and community conflict.

### Summary of main findings

1. There were a range of understandings on the purpose and potential outcomes of citizenship.
2. Teachers had limited theoretical and conceptual understandings of citizenship.
3. Interpretations of the aim and purpose of citizenship varied substantially - from a developed understanding to one that was less secure, even between teachers in the same school.
4. Teachers' understanding of citizenship became more refined as they progressed through INSET.
5. There was a lack of appreciation of the connections within citizenship.
6. There was a tendency to focus on pedagogical methodologies at the expense of theoretical understanding.
7. Student teachers' understanding of citizenship became more refined over time, to include a rights-based interpretation and membership of a community.
8. Particular focus on teaching methodologies meant that the theory of citizenship was a major gap in INSET provision.
9. Different understandings were reinforced by the absence of a common, cohesive approach to citizenship within and between education partners.
10. Pupils expressed a strong preference for local issues and teachers have limited confidence in addressing global matters.
11. There was a tendency towards limited and one-dimensional engagement with the global dimension, and independent rather than inter-dependent approaches to local and global issues.

### Recommendations

#### There is a need for:

1. Renewed dialogue with key stakeholders about the aim and purpose of citizenship education.
2. A theoretical overview to become a core feature of all professional development programmes.
3. A joined-up approach between all education partners to address variable interpretations.
4. Guidance on international/sustainable development that makes relevant and meaningful links to local issues, including explicit exemplars of connections between local and global issues.
5. Further research to explore:
  - Understanding of global citizenship amongst teachers, pupils and associated educational partners (including development agencies).
  - The way in which local and global issues are understood to be interconnected.
  - The extent to which global citizenship is less appealing and the reasons for this perception.

- The extent to which global citizenship is addressed in other subject areas (for example, Geography, RE), or community activities.
- The extent to which the expertise of other teachers (e.g. Geographers) might be better utilized in addressing the citizenship requirements.
- The extent to which local and global connections are applied as a key teaching strategy to address controversial issues.

## Theme 5.2: Main findings on pupil knowledge and understanding

### 5.2.1 Awareness of topics

- The pupil questionnaires indicated that reported learning about citizenship-related areas increased over time, with the greatest increase in learning occurring between the beginning and end of Year 8.
- Analysis revealed some differences by school sector. Pupils from grammar schools indicated most citizenship-related learning during the initial phases of the questionnaire, although this was higher amongst secondary school pupils by the end. Overall, the biggest increase in reported learning about citizenship issues was amongst secondary school pupils. Secondary school pupils reported most learning on human rights and democracy-related issues.
- Overall, perceived pupil learning in relation to citizenship-related subject topics were reported as follows:

Racism	88%
The environment	84%
Human Rights	75%
Sectarianism	71%
Laws	66%
Democracy	60%
Resolving conflict	59%
Voluntary groups / international organisations	58%
The media	57%
Global responsibility	53%

- Pupil interviews suggested some understanding of the key concepts and associated language under which Local and Global Citizenship is organised within the curriculum and of its potential to prompt critical thinking and reflection:

*It sort of ... it gets you into a way of thinking about people ... you just feel differently about people than the way you would have before you had citizenship in school. (Pupil)*

- The key concepts most commonly referenced in pupil interviews included: Diversity; Inclusion; Equality and Human Rights. The associated **topics** most commonly referred to by pupils included: religious diversity; equality; respect for others; racism; poverty; homelessness and discrimination.
- Pupils were less inclined to refer to the concept of Democracy and the language associated with it, such as governance and political participation. Given the timescale of the evaluation and the variable approaches to implementation, it is perhaps inevitable that pupil responses had a stronger emphasis on the concepts and issues associated with the theme of Diversity and Inclusion which is most commonly introduced in Year 8.

### 5.2.2 CONFIDENCE

#### **Pupil confidence with regard to issues of Diversity and Inclusion**

- Pupils reported they would feel **most** confident talking to someone from a different religious or ethnic background. Although confidence in engaging with people from different ethnic backgrounds fluctuated slightly over the duration of the questionnaire, it was higher by the end of Year 10. Interestingly, pupils from grammar schools reported the highest levels of confidence in this area, *except* in Year 10, when their confidence was surpassed by that of secondary school pupils.
- Pupils reported that they would feel **least** confident helping someone with a disability and their confidence decreased over the duration of the questionnaire.
- Further analysis revealed a relationship between gender and confidence, with more females reporting confidence about discussing religion, talking to someone from a different religious or ethnic group, or helping someone with a disability. However, these results were not always statistically significant.

#### **Pupil confidence with regard to issues of Human Rights and Social Responsibility**

- Pupils reported that they would feel most confident taking part in discussions about equality. This confidence was at its highest at the end of Year 8; although it dipped in Year 9, it was significantly higher in Year 10 than at the start of the project.
- Further analysis suggested females reported greater confidence than males with regard to taking part in discussions about human rights and equality. Pupils from grammar and secondary schools reported more

confidence doing something to help the human rights of others and taking part in discussions about equality.

#### **Pupil confidence with regard to issues of Equality and Social Justice**

- Pupils reported they would feel most confident collecting money for a playgroup in their area. Although they were reasonably confident speaking up if someone was being treated unfairly, pupils were less confident to do so if they were being treated in this way. They reported themselves least confident talking to a homeless person and talking to a refugee.

#### **Pupil confidence with regard to issues of Democracy and Active Participation**

- Pupils reported most confidence speaking up in school lessons; however, they were more confident speaking up in other classes than in Citizenship classes. High levels of confidence were also reported for taking part in a protest for something they felt strongly about. Pupils from secondary schools reported most confidence speaking up if they disagreed with others.
- Although pupils reported they were least confident taking part in discussions about politics, their confidence levels increased over the four phases of the questionnaire. Although there was not a significant difference in confidence level between boys and girls, further analysis showed a significant gender difference in the *rate* of confidence increase, with boys' confidence increasing at a much faster rate than girls'.

### **5.2.3 ATTITUDES**

#### **Pupil attitudes with regard to issues of Diversity and Inclusion**

- Overall, pupils agreed with the need for discussion with local residents in relation to marches, and disagreed that marching bands should be allowed to parade indiscriminately.
- Further analysis revealed that pupils from a Protestant background were more inclined to agree that marching bands should be able to parade wherever they wanted, whereas pupils from a Catholic background were more likely to agree on discussion with local residents. Over time, there was a significant increase in the numbers of pupils from a Protestant background who agreed that there should be freedom to parade.
- Overall, pupils generally perceived that people who identified themselves as British or Irish should feel at home in Northern Ireland; pupils from a



Protestant background were more inclined to agree that those who felt British should feel at home in Northern Ireland. Pupils from a Catholic background were almost twice as likely to agree that Irish flags should be flown in Northern Ireland; similarly pupils from a Protestant background were more likely to agree that British flags should be flown in Northern Ireland.

- Responses were generally ambivalent about whether or not people from other countries made a positive contribution to Northern Ireland society. Pupils were increasingly inclined to agree that immigrants residing in Northern Ireland should be made to learn English. Males were more likely than females to agree that refugees should receive a different standard of healthcare than the rest of the population and that they should not be entitled to unemployment benefit.

#### **Pupil attitudes with regard to issues of Human Rights and Social Responsibility**

- Pupil attitudes towards suspected terrorists became less favourable over each phase of the questionnaire, and their agreement on the right to freedom of expression similarly decreased.
- Pupils generally agreed that refugees should receive the same standard of healthcare and unemployment benefit as others living in Northern Ireland. However slightly less positive attitudes to this became evident over time, and males were less likely than females to agree on these issues.

#### **Pupil attitudes with regard to issues of Equality and Social Justice**

- Pupils reported more positive attitudes towards some groups of people than others. For example, most positive attitudes were reported towards disabled people and the elderly, while slightly less positive attitudes were reported towards the homeless, immigrants and refugees. However, none of these differences were statistically significant.
- Over time, pupils were more inclined to agree that poverty existed in Northern Ireland, with females reporting greater levels of agreement than males.

#### **Pupil attitudes with regard to issues of Democracy and Active Participation**

- Pupils were most likely to agree that elected representatives should act responsibly and that there should be a school council in all schools. Females were slightly more inclined to agree that all schools should have a school council but were least likely to agree that membership of an

organisation was a useful means by which to demonstrate disagreement with something.

- Over time, pupils were less inclined to agree that a group can always do more than an individual; conversely, they were more likely to agree that people should vote in every election.

#### **5.2.4 BEHAVIOUR**

##### **Pupil behaviours with regard to issues of Diversity and Inclusion**

- Pupils most frequently reported speaking to an elderly person (not a grandparent) and speaking to someone from a different religion. Over time, they were increasingly likely to report that they had spoken to someone of a different religion within the previous year. Pupils least frequently reported visiting the home of someone from an ethnic minority or visiting a religious building that did not belong to their own religion.

##### **Pupil behaviours with regard to issues of Human Rights and Social Responsibility**

- Pupils most frequently reported watching television programmes relating to human rights but were least likely to talk to friends about human rights issues. However, although discussion of human rights with peers was one of the least frequently reported activities, pupils were significantly more likely to do this by the end of Year 10, with a significantly larger proportion of females willing to do so.

##### **Pupil behaviours with regard to issues of Equality and Social Justice**

- Pupils reported that they were most likely to speak to friends and family about someone they believed had been treated unfairly. They were least likely to speak to a refugee or a homeless person. Over time, females were significantly more likely to discuss unfair treatment with friends and family members; they were also more likely to read about international organisations in a book, magazine or website.

##### **Pupil behaviours with regard to Democracy and Active Participation**

- The most popular activities for pupil participation were: sports clubs or teams, and arts, music, drama and/or dance clubs.
- The groups or activities in which pupils reported least participation during the past year was: the school newspaper and human rights groups.

- Although taking part in a sports team or club was the most frequently reported activity, over time there was a significant decrease in the reported participation rate; there was also a significant drop in reported participation levels for art, music, drama and dance clubs.
- Females were more likely than males to report that they participated in art, music, drama or dance clubs, and were significantly more likely to indicate that they had been involved with a voluntary group.

#### **Summary of main findings**

1. Citizenship-related learning increased substantially, with pupils from secondary schools showing the biggest increase in overall learning about Citizenship (and related) issues.
2. There was a general reported increase in pupils' confidence, attitudes and behaviours in relation to citizenship issues over the four phases of the questionnaire.
3. There was some evidence that certain attitudes still tend to be defined by religious/cultural background.
4. There are indications of less positive attitudes towards immigrants and refugees.
5. There was also some corollary between pupil confidence, attitudes and behaviours and variables including age (year group), gender and school type, with females exhibiting greater overall confidence and engagement and males exhibiting less positive attitudes towards 'others'.

#### **Recommendation**

##### **There is a need for:**

1. Investigation of the social, cultural, political and religious factors that influence how pupils engage with citizenship-related issues, and why differences exist between genders and across school sectors.

### **Theme 5.3: Main findings on political literacy and trust in institutions**

#### **5.3.1 Political literacy**

- Over time, pupils' reported interest in Northern Ireland politics, international politics and global issues increased significantly. Pupils from grammar and secondary schools reported most interest in local and international politics, and females reported more interest in local politics than males.

- Pupils reported decreasing levels of interest in world cultures. Although reported interest levels increased slightly by the end of Year 10, levels were still lower than at the beginning of Year 8.
- Pupils' reported interest in human rights issues fluctuated over time. Significantly, females' reported levels of interest remained higher, with male interest decreasing steadily over Years 8, 9 and 10.
- Overall, there was a significant increase in reported information seeking behaviour. Pupils most frequently reported watching news on television and/or reading a local newspaper. They least frequently reported reading articles in newspapers about what was happening in Northern Ireland or about what was happening in other countries.
- Over time, pupils reported reading national newspapers more frequently and indicated that they were also significantly more likely to listen to the news on the radio. Significantly, males were consistently more likely to report they read a national newspaper, while females were more likely to report they listened to the news on the radio.

### 5.3.2 Political trust and pupils

- Pupils' perceived levels of political trust changed significantly over time – from a high level of trust at the beginning of Year 8 to a marked decrease in Year 9. Although trust increased in Year 10, it remained below initial levels.
- Pupils indicated that they were most likely to trust the police and television, although reported trust in the police steadily decreased over time. Pupils from a Protestant background expressed more trust in the police than those from a Catholic or no denominational background. The only instance where levels of perceived trust increased significantly over time was in relation to television.
- Pupils reported that they were least likely to trust the Northern Ireland Assembly. Trust ratings for the British and Irish governments were also low. Pupils from the Protestant community indicated the highest levels of trust in the Northern Ireland Assembly; they were also more likely to trust the British government than pupils from any other community.

Summary of main findings
1. Pupils' reported interest in Northern Ireland politics, international politics and global issues increased significantly over the duration of the evaluation.
2. Over time, there was a significant increase in information-seeking

behaviour.

3. There was a corresponding decrease in the amount of trust pupils placed in political institutions.

### Recommendations

#### There is a need for:

1. Consideration of the underlying causes of political apathy and associated strategies to increase interest.
2. Greater attention to political literacy and exploration of the shared approaches to politics emerging from devolved government.

### Theme 5.4: Main findings on association with identity (who you are)

- Pupils were asked to describe themselves using an 18-item scale that included references to local, national and international identity, as well as religious, cultural and political affiliation. They were also asked to report their perceptions on community relations in Northern Ireland.

#### 5.4.1 Self-identity

- Pupils reported a relatively high importance to their respective religious denominations and were inclined to adopt *Protestant* or *Catholic* as one of the most frequent means of self-identification.
- Pupils who reported they were from a Catholic background were significantly more inclined to describe themselves as *Irish* and significantly less likely to describe themselves as *Northern Irish*. Over time, pupils who had reported they were from a Catholic background were increasingly likely to identify themselves as *Nationalist*; there was no increase in those identifying themselves as *Republican*.
- There was no corresponding increase in the numbers of pupils from a Protestant community background who referred to themselves as *British* or *Unionist*, although there was a significant increase in those who identified themselves as *Loyalist*.
- There was a slight increase in the frequency with which pupils described themselves as *European* (although not significantly so). Over time, pupils were significantly more likely to describe themselves as a *Global Citizen*, although not to the same extent as items relating to gender, age and race.

#### 5.4.2 Community Relations

- In the first three phases of the pupil questionnaire, responses suggested worsening perceptions of current relations between Protestants and

Catholics. By the final phase, however, this trend had reversed, and responses were more positive than at any other time. Further analysis suggested a significant relationship between school type and pupils' attitudes, with the most positive attitudes being expressed by pupils who attended integrated schools.

- Pupils' expectations of future relations between the two communities over the next five years fluctuated somewhat, with a significant decrease at the end of Year 9. By the end of Year 10, this trend had reversed and expectations were higher than at any other time.
- Pupils from integrated schools reported most optimism about future relationships between Protestants and Catholics, and pupils from a Catholic background were more optimistic than those from a Protestant or non-identified background.
- Pupils reported that they had few friends, relatives or family members from a different ethnic or religious background, although they were more likely to report connections on the basis of religion rather than ethnicity. However, the questionnaire data also suggested pupils' attitudes towards those from a different ethnic group were more favourable than towards the other religious community.
- Over time, pupils reported increasing numbers of cross-community friendships and cross-community familial ties. Although there were fluctuations in the number of reported inter-ethnic friendships, response rates for this were higher by the end of Year 10 than at any other time.
- Although pupils reported initially favourable personal perceptions towards someone from the other religious community residing in their neighbourhood, this was less apparent by the end of Year 10. Their personal perceptions were also less positive about mixed marriage (to someone from the other religious community); significantly, males were less positively inclined towards mixed marriage than females.
- Pupils reported a belief that other peoples' perceptions were more prejudicial than their own, and that individuals would take most issue with cross-community inter-marriage and the idea of someone from the other religious community moving into their local neighbourhood.

<p><b>Summary of findings</b></p> <ol style="list-style-type: none"> <li>1. Religious and, to a lesser extent, political, associations continue to occupy a key position in the identity of some pupils, although association with European and/or global identities increased slightly.</li> <li>2. Pupil perceptions of current and future community relations between the</li> </ol>
---

two main traditions were more positive by the end of the evaluation than at any other time.

3. Although there was an increase in cross-community friendships, pupil attitudes towards the other religious community (particularly amongst males) remain less positive than towards other ethnic groups.
4. Pupil perceptions of the current and future state of community relations had improved, with more positive attitudes detected in integrated schools.

#### Recommendations

##### There is a need for:

1. Further exploration of how identity (single and multiple) can act as a cohesive rather than a divisive social tool.
2. Exploration of the conditions that compel or dispel enduring attitudes and behaviours, particularly in relation to religious, cultural and racial diversity.
3. Greater connection between the citizenship curriculum, good relations policy and associated programmes inside and outside school.

#### Theme 5.5: Main findings on association with action (what you do)

- Collectively, the data suggested that overall reported participation rates (defined as engagement in school activities and in the local community) were generally low.
- Most of the teachers interviewed associated *participation* as part of their personal and professional activity and many, for example, indicated that they were involved to some extent in sports clubs, drama societies, charity fundraising and church activities. PGCE students reported more instances of participation in international work, volunteering and protest marching.
- The highest level of reported participation was professional affiliation through membership of a teaching organisation or Trade Union (65% and 55% respectively). Beyond this, teachers' most common form of membership/participation was through a sports club (gym) and cultural organisations (40% and 35% respectively).
- The majority of respondents (90%) *agreed* or *strongly agreed* that volunteering could make a difference to their community, almost two thirds (60%) *disagreed* or *strongly disagreed* that they were too busy to volunteer for activities inside school, while just less than half *disagreed* or *strongly disagreed* that they were too busy to volunteer outside school (47%).

- Senior management reported extensive opportunities for pupil participation in clubs such as sports, drama and charity fundraising. Although opportunities for participation in democratic activities (often referred to as 'student voice') were relatively high (such as school councils), associated activities were noticeably lower (such as debating societies and mock elections). In order of frequency, options for pupil participation were:

=1	Sports clubs/teams Art, drama, dancing or music clubs Raising money for a good cause or charity
4	Computer clubs
5	Religious groups
6	Voluntary activities in the local community
=7	School/student councils School newspaper/magazine Peer mentoring or counselling
10	School or student exchange programme to another country
=11	Community relations programme Environmental clubs/groups
13	Debating societies
14	Mock elections
15	Political clubs
16	Human rights groups
17	Scouts/guides

- In spite of the apparent range of participatory options, teacher/senior management questionnaire data on the impact of citizenship on pupil participation suggested some disparity between opportunity and uptake. Although community participation via voluntary activities was an option for most pupils, less than one third of respondents (27%) anticipated that citizenship would have a *large* impact on pupils' future community participation, while only a slightly higher proportion (34%) anticipated that citizenship would have a *large* impact on pupils' participation in school activities.

#### 5.5.1 Active citizenship

- The value of active citizenship was strongly endorsed by most interviewees. ELB officers expressed the view that curriculum flexibility at Key Stage 3 offered schools greater creative freedom to develop meaningful and relevant opportunities for active participation.
- Notwithstanding the potential benefits of curriculum flexibility, options for active engagement continued to be restricted by school structures



(including timetabling) and the logistics of child protection, and as yet remained an occasional rather than regular feature. Similarly, the involvement of parents was minimal and opportunities to develop home-school-community relationships around citizenship-related activities remained for the most part unexplored.

- The school survey indicated that just under half (49%) of pupils had been involved recently in community activities. These tended to relate to charitable links and/or fundraising with voluntary organisations; outreach work with an old people's home; after-school club with a local primary school; and sporting events.
- The survey also indicated that approximately one third (33%) of pupils had been involved in cross-community activities. These variously included EMU events with a partner school; projects with community groups; sporting events and charity initiatives.
- Although the majority of school interviewees reported pupil involvement in various programmes that were compatible with citizenship activity, including inter-school, cross-community, cross-border, NGO, and European links, teachers acknowledged a lack of explicit connections with the citizenship curriculum, and the failure to capitalise, thus far, on the potential commonality:

*They [other initiatives] all feed into each other ... they all contribute to the same end game as it were. The only thing that would concern me slightly is that I don't think pupils sometimes see the label citizenship right across all of those things. (Teacher)*

- Some ELB officers and teacher tutors sought to stress the distinguishing features of citizenship and community relations activity and considered clarity was needed to ensure that interpretations of each did not become confused.

#### **Summary of findings**

1. Overall pupil and teacher participation rates in school activities and in the local community were generally low.
2. Although opportunities for pupil engagement in democratic activities were relatively high, options for associated activities were noticeably lower (such as debating societies and mock elections).
3. The limited nature of many school and community partnerships suggest a lack of field based, community focused experiential learning opportunities.
4. Limited theoretical or practical connections between citizenship and related school initiatives have minimised perceptions of the relevance of citizenship to pupils' lives and curtailed potential options for active

engagement.

5. Issues of timetabling, resources and child protection have inhibited potential for action.
6. School relationships with parents and the wider community have not yet been fully exploited.

### Recommendations

#### There is a need for:

1. Evidence of partnerships between the school, home and wider community as a core requirement for curriculum planning and as the basis for active citizenship. The potential stimulus and resources that the community can provide for much of the citizenship curriculum should not be overlooked.
2. Consideration of successful local and international models (including those undertaken in the informal and youth sector) and exploration of their potential viability within schools.

### Theme 5.6: Main findings on civic engagement

- There was some concern amongst ELB officers and teachers that the faltering nature of devolution might undermine pupil perceptions about the value of civic engagement and subsequently de-motivate their engagement with the thematic content of Democracy and Active Participation.
- There was some suggestion of limited levels of political literacy and civic engagement among both pupils and teachers. The most frequently described form of political engagement related to information seeking activities, such as interest in local and international news:

*Well, before, I didn't really watch the news or I didn't really know what was going on, but now, I kind of watch the news whenever it is on and I know what is going on in the world and all. (Pupil)*

- Although many teachers and PGCE students acknowledged an interest in local and international issues and some held strong political opinions, there were no reported instances of active engagement with political parties. As one interviewee stated:

*I didn't join any political party at all – never have, simply for the reason that while I would broadly agree with some things, I could never agree with everything. (Teacher)*

- Interviews with pupils revealed evidence of occasional discussions with peers outside the citizenship classroom, most commonly prompted by the

impact of a recent specific issue. However, pupils reported limited similar discussions with their parents.

- The teacher/senior management questionnaires suggested noticeably low response rates with regard to political participation. Only a small proportion of respondents (8%) indicated membership/participation of a political organisation; a slightly higher proportion (9%) reported membership/participation of environmental or animal rights groups, whilst just over 10% indicated the same for human rights or justice organisations.
- In contrast, there was strong agreement with the participatory and community attributes of a good citizen. Overall, respondents *agreed* or *strongly agreed* that a good adult citizen should:

	(%)
Obey the law	(87%)
Participate in activities to benefit people in the community	(82%)
Participate in activities to help people globally	(77%)

- In terms of political literacy and civic engagement, responses suggested variable emphases on direct political participation. Overall, respondents *agreed* or *strongly agreed* that a good adult citizen should:

	(%)
Vote in elections	(84%)
Hand in a £10 note found in the street	(72%)
Write to their local Assembly member if they felt strongly about something	(69%)
Pick up litter in a public place	(69%)
Follow political issues in newspapers, on the radio or on TV	(55%)
Join a political party	(5%)

- The majority of respondents also indicated that in the future they would *definitely* or *probably*:

	(%)
Vote in general elections	(88%)
Vote in local elections	(86%)
Collect money for a good cause	(84%)
Get involved in the local community	(80%)
Volunteer time to help others	(74%)
Join a political party	(8%)
Get involved in local politics	(7%)

- If confronted with something wrong, respondents were most likely to *probably* or *definitely*:

	(%)
Contact their Local Assembly Member	(65%)
Take part in a non-violent protest march or rally	(44%)
Contact a newspaper	(42%)

- Overall, respondents were least likely to *probably* or *definitely*:

	(%)
Take part in a radio phone-in	(23%)
Block traffic as a form of protest	(6%)
Take part in a violent demonstration	(0%)

#### **Summary of main findings**

1. There was some concern that the faltering nature of local politics might undermine pupil perceptions about the value of civic engagement and responsibility.
2. Pupils' and teachers' attitudes to civic and political engagement were largely aspirational. Engagement tended to be restricted to information seeking activities rather than active participation.

#### **Recommendation**

##### **There is a need for:**

1. Improved participatory options for activities that encourage political motivation, discussion and debate amongst pupils and teachers.

## THEME 6: PERCEIVED OPPORTUNITIES AND CHALLENGES OF EDUCATION FOR LOCAL AND GLOBAL CITIZENSHIP

The perceived opportunities and challenges of education for local and global citizenship relate to:

- 6.1 Views about potential opportunities and impact
- 6.2 Challenges
  - 6.2.1 Sustainability in schools
  - 6.2.2 Controversial issues
  - 6.2.3 The ongoing need for professional development

### Theme 6.1: Main findings on views about the potential impact of education for citizenship

- Overall, interviewee responses to the potential impact of citizenship were generally optimistic. There was common agreement that education for citizenship had the potential to make some impact on pupils' knowledge, understanding, attitudes, values and behaviours.
- The majority of teachers, ELB officers and PGCE students considered that the introduction of Local and Global Citizenship within schools offered a unique opportunity to effectively combine cognitive, affective and behavioural learning to empower individual learners (whether these are teachers or pupils) within educational and wider societal contexts:

*... this school is the most realistic in terms of setting the foundations for what's to come ... I mean, when you go to university, nobody wants to be sitting as an 18-year old, wide-eyed with their jaw dropping to the floor every time somebody different walks past them. And I think that this school, from the word go, sets a really solid foundation of getting on with absolutely everybody and respecting the person, not the person's background. (Teacher)*

- By association, a few teachers and PGCE students emphasised why citizenship should be addressed not just at Key Stage 3, but also in primary school:

*It is definitely something that needs to be focused on at Key Stage 3 or even primary school. Because by the time they get to 4<sup>th</sup> form they know what their responses should be, so they will tell you what you want to hear and go out in the playground and forget about it. (PGCE Student)*

- Similarly, the majority of teachers acknowledged that the progressive development of citizenship also required collective engagement and

responsibility within the school, and with parents and the wider community:

*I think it has to go into society, because parents need the education as well as them [the pupils]. Because, it's difficult for a child at eleven or twelve to suddenly turn round and completely change.*  
(Teacher)

- In practice, the potential impact was described as an opportunity for enriched learning, particularly through permeable inter-departmental collaboration and transferable skills. Notably, however, the importance of teacher disposition remained a recurrent factor:

*The school can have all the resources in the world. The school could have the best resources and a great citizenship programme (...) but citizenship teaching will come down to the actual teacher and how much effort and enthusiasm that the teacher is willing to put in.* (PGCE Student)

- The teacher/senior management questionnaires suggested generally high institutional and individual attitudes towards the school environment and academic achievement but lower pupil attitudes to community involvement. Overall, responses indicated *positive* or *very positive*:

	(%)
School attitudes to community involvement	(91%)
Parental support for student achievement	(90%)
Student attitudes towards academic achievement	(82%)
Student attitudes towards school	(79%)
Student respect for school property	(76%)
Student attitudes to community involvement	(68%)

- The data from these questionnaires also suggested that although there was strong consensus about the importance of citizenship and about the corresponding role of schools, there was slightly less agreement about its potential impact on pupils or civic society. The data revealed that respondents *agreed* or *strongly agreed* that:

	(%)
Citizenship is about acting as well as thinking	(90%)
Teaching citizenship at school matters a great deal for Northern Ireland	(73%)
Teaching citizenship makes a difference to pupils' political and civic development	(66%)
The best place to learn about citizenship was outside school in the wider community	(26%)

Schools are irrelevant in the development of students' attitudes and opinions concerning citizenship	(7%)
--	------

- Similarly, the data suggested that expectations that the introduction of citizenship would have *some* impact (as opposed to *a little* or *a lot*) on students' future participation, viz:

	(%)
The school's relationship with the wider community, including parents	(69%)
The likelihood that students would vote in elections in the future	(68%)
Students' future participation in community activities	(66%)
Students' future participation in school activities	(54%)
Consulting with students when developing policies on issues that affect them	(32%)
Students' confidence and self esteem	(30%)
Students' behaviour in the school	(23%)

- Teacher and senior management expectations of the benefits of citizenship with reference to school, teachers and broader society were:

<b>Benefits for School</b>	<ul style="list-style-type: none"> <li>• Contribution to the values and ethos of the school</li> <li>• Improved relations between staff and pupils</li> <li>• Development of a culture of mutual respect</li> <li>• Opportunities for visible examples of democracy and participation</li> <li>• Increased opportunities for greater pupil voice in decision-making</li> <li>• Greater flexibility in approaches to teaching and learning</li> <li>• Enriched opportunities for improved understanding across the curriculum</li> <li>• Opportunities to build on existing good practice</li> <li>• Opportunities for co-operative and collaborative relationships with other schools</li> <li>• Development of sustainable links with the community</li> <li>• Improved links with the voluntary sector</li> <li>• Improved communication with parents</li> <li>• Greater opportunities to nurture active citizenship</li> </ul>
----------------------------	---

<b>Benefits for Teachers</b>	<ul style="list-style-type: none"> <li>• Development of informed, socially aware individuals</li> <li>• Clear definition of what makes a 'good' citizen</li> <li>• Development of a personal values base</li> <li>• Development of independent thinking skills</li> <li>• Acceptance and tolerance of self and others</li> </ul>
------------------------------	--

	<ul style="list-style-type: none"> <li>• Exploration and appreciation of the value of diversity</li> <li>• Adaptable learners who can apply skills to other learning contexts</li> <li>• Ability to see oneself as a member of a global community</li> <li>• Increased awareness of local and global issues</li> <li>• Increased understanding of human rights</li> <li>• Increased interest in politics and current affairs</li> <li>• Promotion of a positive attitude to the environment</li> </ul>
--	--

<b>Benefits for Society</b>	<ul style="list-style-type: none"> <li>• Appreciation of responsibility for one's actions and decisions that can be taken into adulthood</li> <li>• Promotion of a positive attitude towards self and others</li> <li>• Empowered, reflective and inquisitive young members of society</li> <li>• Development of a cohesive definition of community identity</li> <li>• Greater awareness of the social issues and/or pressures affecting young people in Northern Ireland</li> </ul>
-----------------------------	---

#### **Summary of main findings**

1. Citizenship is generally considered to have a positive impact on pupils in terms of the behaviours, values and skills that can be used inside and outside school.
2. The potential of citizenship to impact at civic level requires investment from schools, parents and communities.

#### **Recommendation**

##### **There is a need for:**

1. Systemic, institutional and individual commitment to fulfill the remit of citizenship curriculum and greater articulation of the purpose and contribution of citizenship in educational and other policy documents.

#### **Theme 6.2: Main findings on perceived challenges**

- Broadly, teacher and senior management perceptions of the challenges associated with the introduction of citizenship related to: society, school and teachers. More specifically, these perceptions related to its implementation and sustainability in schools; the need for continued attention to the focus and content of the citizenship curriculum, including controversial issues; and the ongoing need for professional development.



<b>Challenges for schools</b>	<ul style="list-style-type: none"> <li>• The importance of leadership and management support</li> <li>• Apathy amongst teachers and pupils</li> <li>• Commitment to a whole-school approach</li> <li>• Credibility in academic-oriented schools</li> <li>• The role of staff development</li> <li>• The place of school councils and pupil voice</li> </ul>
-------------------------------	---

<b>Challenges for teachers</b>	<ul style="list-style-type: none"> <li>• Timetabling, particularly negotiation with other subject areas</li> <li>• The importance of discrete (modular) delivery</li> <li>• The need for continuity and progression</li> <li>• The physical environment – class size, classroom suitability</li> <li>• A sufficient (and trained) cohort of teachers</li> <li>• Incorporation into all subject areas</li> <li>• Co-ordination of resources</li> <li>• Establishing connections inside and outside school</li> <li>• Establishing curricular links with Key Stage 4</li> <li>• Quality assurance in content and delivery</li> <li>• Differentiation</li> <li>• Introducing controversial issues</li> <li>• Managing an active classroom</li> <li>• The challenge of home/community backdrops</li> <li>• Consistently updating local and global issues</li> </ul>
--------------------------------	---

<b>Challenges for society</b>	<ul style="list-style-type: none"> <li>• Secured funding to allow citizenship to develop</li> <li>• Commitment from local councils and MPs</li> <li>• An agreed understanding of citizenship</li> <li>• Encouragement of willing audiences (school, home and community) to work together</li> <li>• Acknowledgement that attitudes and behaviours need to change</li> <li>• Reluctance to change attitudes, beliefs and behaviours</li> <li>• Acceptance of the function of citizenship beyond the classroom</li> <li>• Encouragement of 'societal' as well as 'individual' responsibilities</li> </ul>
-------------------------------	---

### 6.2.1 Concerns about implementation and sustainability in schools

- Many interviewees considered that the potential impact of citizenship within the school environment might be endangered by pupil and teacher disillusionment or uncertainty about the purpose of citizenship; lack of teacher motivation; and reliance on prescriptive teaching approaches that limited or unnecessarily directed the subject content in a manner that could suggest social engineering. Other concerns related to potential pupil boredom; the challenge of differentiation; the integration of citizenship as a whole-school initiative; the perceived absence of corresponding ownership by parents and the community; and the perceived promotion of a government agenda.
- Some teachers and ELB officers expressed concern that work done in citizenship lessons could be nullified once pupils left the school. The most common reasons offered were a desire to fit in with peers and exposure to the life and language of the local community and/or family members. The impact of parental and – more frequently - community influence on pupils' attitudes and behaviours, and the potential influence of community affiliation to either support or undermine pupil learning in citizenship was acknowledged as an enduring challenge.
- Overall, just under two thirds (65%) of respondents in the teacher/senior management questionnaires indicated that they had concerns about the implementation and/or teaching of citizenship.
- Although there was some commonality in responses, variations emerged according to staff positions in the school. These are illustrated below:

<b>Senior management concerns</b>	<b>(%)</b>
Curriculum time	89%
Teaching experience	56%
Assessment	56%

<b>Citizenship teacher concerns</b>	<b>(%)</b>
Curriculum time	72%
Subject expertise	56%
Assessment	49%
Training	49%
Resources	43%

<b>Non-citizenship teacher concerns</b>	<b>(%)</b>
Subject expertise	78%
Training	67%
Balanced views	56%
Resources	56%

Citizenship content	56%
Controversial issues	56%

- ELB officers and teacher tutors were of the view that the evolving and progressive nature of the citizenship curriculum demanded ongoing systematic review to ensure compatibility and accountability within and across each key stage of the curriculum, and within professional development.
- The failure to develop and sustain relationships with Principals and senior managers was considered a strategic weakness in the training programme that could hamper implementation and undermine its credibility for staff and pupils. To redress poor senior management engagement in INSET, ELB officers subsequently sought to make direct contact with some schools to establish relationships and to clarify the citizenship agenda as part of a whole-school framework.
- ELB officers and some teachers reported that many schools had yet to develop institutional policy that would sustain citizenship in any meaningful way. This was variously attributed to its initial position as part of the 'old' curriculum; the limited numbers of trained staff; the absence of a strategy to effectively cascade knowledge and skills to colleagues; and the use of teachers who did not participate in the training programme. At the same time, it was acknowledged that some of these constraints may be resolved within the framework of the revised curriculum.
- Perceptions of citizenship as an inferior subject were considered to undermine its position within schools. The pervading exam culture in many schools and the perceived lack of academic credentials associated with citizenship tended to undermine its credibility amongst some senior managers, teachers and pupils. Those trying to negotiate adequate provision for citizenship were often up against perceptions that other subjects (including exam classes) would suffer; that there would be increased pressure to deliver existing curriculum content; and that subject matter would have to be extensively re-formulated to meet citizenship aims.
- For a few ELB officers, teacher tutors and teachers, the validation of citizenship as an integral aspect of the revised curriculum (and, by association, the clear identification of citizenship teachers) was considered crucial for long term sustainability.
- In general, it was considered that if citizenship was to become an integral feature of curriculum and institutional planning, some discrete provision (modular or on-going) was a fundamental requirement, alongside other implementation strategies to maximise pupil engagement. There was

some concern that unless a module was explicitly stated as citizenship, this approach could fail to impact:

*I was worried that they didn't realise that they were being taught citizenship because it was being taught on a modular basis under the heading of careers, so I felt myself trying to constantly remind them what subject they were actually doing. (PGCE Student)*

- Many interviewees agreed that improved models of implementation were likely to evolve as teachers became more familiar with the revised curriculum. Current teaching concerns most commonly applied to:

	(%)
Curriculum time	(70%)
Subject expertise	(60%)
Training	(51%)
Assessment	(49%)

#### Summary of main findings

1. There was some concern that the impact of citizenship in schools may be affected by lack of clarity of purpose, teacher motivation and prescriptive teaching approaches.
2. The citizenship curriculum requires ongoing review to ensure compatibility and accountability within and across each key stage of the curriculum, and within professional development.
3. There is a need to engage senior management with the citizenship curriculum to ensure its position as an integral aspect of the revised curriculum and of institutional planning.
4. The most recurrent concerns about the implementation and sustainability of citizenship related to timetabling; subject/teacher expertise and assessment.
5. Some reservations remain, however, that community/societal backdrops could detrimentally influence its impact.

#### Recommendations

##### There is a need for:

1. Consideration of strategies to maximize pupil and teacher engagement with citizenship and related activities.
2. Greater promotion of citizenship programmes developed in partnership with local communities.

#### 6.2.2 Controversial issues and more diverse classrooms

- ELB officers and teacher tutors considered that a key strength of the citizenship curriculum was that all teachers were encouraged to engage in

meaningful dialogue on controversial issues through local, global or human rights contexts. This was perceived to universalise the concept of controversial issues and ensure that it was no longer seen as the prerogative of a few teachers.

- Teachers, ELB officers and teacher tutors agreed that challenges to professional confidence arose from increasingly diverse classrooms with growing pupil numbers from ethnic backgrounds and/or with different abilities, although it was acknowledged that this was an inevitable and instructive by-product of a changing society.
- Teachers acknowledged that their confidence in handling a hitherto homogeneous classroom had been most challenged by the inclusion of children from an ethnic minority background:

*In class I found myself challenged for the first time ... in that it would be very easy and comfortable to talk about examples of racism and discrimination when you don't have anybody who might be on the receiving end of that ... And I found myself slightly more reticent and almost playing my personal opinion of how wrong racism was ... almost not to offend. (Teacher)*

- Overall, teachers considered themselves confident to introduce the citizenship curriculum and to apply active methodologies. However, they acknowledged that certain issues, for example, racism and migration, disability and homophobic bullying had challenged their classroom practice.
- There was some acknowledgement that the scope of controversial issues now ranged beyond traditional religious and/or political debate to include emphasis on other social, cultural and economic issues.
- Teachers most commonly considered themselves *somewhat* confident in teaching citizenship-related topics, and their levels of confidence were consistently higher than non-citizenship teachers. Topics in which citizenship teachers considered themselves *very confident* were:

	(%)
Equality	46%
Sectarianism	40%
Different cultures and ethnic groups	38%
Religious groups	38%
Human rights	36%

- Topics in which citizenship teachers considered themselves *least confident* were:

	(%)
The criminal justice system	32%
Resolving conflict	20%
Politics and government	18%
The global community and international organisations	14%

- Many ELB officers considered a fundamental training criteria was to reassure teachers that many of them already engaged in sensitive issues, albeit in more subtle ways. It was acknowledged, however, that work in this area required teachers to balance professional status alongside expectations for personal disclosure, and that this would be more easy for some:

*In terms of the approach I took to it was (....) to reassure teachers, you're doing this anyway. (....) it's not as if suddenly you bring citizenship education into the school that there's going to be this explosion of emotion and fear and concern ... so it was very much about re-affirming their experience. (ELB Officer)*

- There was common agreement amongst most ELB officers, teacher tutors and some teachers that potentially contentious issues continued to be avoided or tended to be dealt with in a superficial way. It was agreed that *cherry picking* the more acceptable elements of the citizenship curriculum should not be an option.
- Teacher attitudes towards controversial issues suggested personal, professional and institutional influences that variously related to: the merits of addressing the historical legacy of the Troubles in a post-conflict society; the challenge of introducing certain issues in less homogeneous classrooms, particularly when the *subject* of diversity (whether by religion, race, gender or (dis)ability) was a class member; and the challenge of addressing sensitive issues (for example, sexuality) according to the institutional (and parental) values of some denominational schools.
- It was highlighted that in certain circumstances (for example, in special schools) discretion could be employed as a purposeful rather than evasive strategy:

*... an awful lot of the mainstream schools were choosing to do disability as a topic which is great, but ... disability may, for some of our children, be too close to home ... not that they weren't aware of it, because disability is discussed in PSE and citizenship in Year 8, but as an in-depth topic, we thought it would be better that we didn't do disability and that we chose something completely different. (Teacher)*

**Summary of main findings**

1. Citizenship has universalized the concept of controversial issues.
2. Controversial issues have assumed a broader definition within the citizenship curriculum, although there are mixed views about the relevance of controversial issues within a local context.
3. Increasingly heterogeneous classrooms (in terms of ability, ethnic and religious background) have challenged teachers both personally and professionally in teaching about *otherness* diversity; and majority and minority views.
4. There is an ongoing need for professional development on controversial issues, particularly dealing with sectarianism and racism.

**Recommendations****There is a need for:**

1. Recognition of the value of sound teacher-pupil relationships, particularly when dealing with controversial issues.
2. Recognition of the changing nature of controversial issues, in particular, appreciation for contemporary social, cultural and emotive issues that impact directly on young peoples' lives.
3. Guidance and support in addressing diversity in mixed classrooms, including issue-specific training to address the most prevalent concerns – currently around sectarianism and racism (immigration).

**6.2.3 The ongoing need for professional development**

- Notwithstanding the value of the INSET and PGCE programmes, there was common agreement from teachers, ELB officers, teacher tutors and PGCE students of the need for additional professional development.
- The teacher questionnaires revealed that almost two thirds (60%) of respondents indicated a need for additional training, particularly in relation to:

	(%)
Assessment and reporting	(60%)
Subject matter	(51%)
Active teaching methodologies	(40%)
Teaching materials	(38%)

- Interviews suggested that a sustained programme of professional development was necessary to: ensure knowledge and skills remained compatible with shifting local and global issues; to counterbalance the limited and/or disjointed duration of ITE and INSET; to ensure that the completion of ITE and INSET should not imply universal expertise; to

secure support for newly qualified and/or non-trained teachers; to address lack of teacher confidence in certain areas; and to address a perceived theoretical and contextual gap across all Key Stages:

*Seven days was not a lot ... we were trying to do too much ... we were trying to familiarise them with the approaches you might use in the classroom ... and some people gained a lot from the training and there are others who have probably benefited very little. (ELB officer)*

- Other training needs included: training for Key Stage 4; additional training for Key Stage 3; the position of citizenship within overall revised curriculum structures; planning and co-ordination; and Special Educational Needs.
- ELB officers and teacher tutors agreed that sustained training – including the refinement of knowledge and skills to reflect the changing dynamics of local and global issues - should be a priority to redress the perceived gaps between teachers' theoretical and practical development. This included engagement with the key concepts through a discursive process of shared and alternative expertise, and ongoing critical reflection.
- It also emerged that a number of those trained were not teaching citizenship in their schools. This was a recurrent concern amongst ELB officers and had led to an additional training need, particularly in the latter stages of INSET:

*... when I started as a teacher, I was handed ... the big CCEA file, and I found it overwhelming. And I was straight into teaching it within a week, and it took me a long time to understand what exactly citizenship was. (Teacher)*

- As yet, an audit has not been undertaken to calculate the numbers of trained teachers actively involved (or not) in citizenship teaching in their school.
- This is a two-fold issue. Firstly, it suggested that some SMT have neither used their trained teachers in a productive way to cascade knowledge and skills within their schools, nor used them to assist in planning and developmental processes.
- Secondly, the CASS service in many of the ELBs is already working at a reduced capacity since some seconded teachers appointed to deliver INSET are no longer in post. The on-going infra-structural impact of the Review of Public Administration (RPA) and the establishment of the Educational Support Agency (ESA) have resulted in a gradual depletion of ELB staff, so that teacher demand for INSET may exceed staff capacity. It



is a situation that: has restricted the amount of training offered; is perceived to convey implicit messages on the status of citizenship; and will have implications for the sustainability of training options, including the role of Initial Teacher Education (ITE).

#### **Summary of main findings**

1. There was common agreement of the need for additional professional development, in particular to redress the limited duration of ITE and INSET; to provide support for newly qualified and/or non-trained teachers; and to address a perceived theoretical and contextual gap in teachers' understanding.
2. The use of non-trained teachers in schools has exacerbated the demand for additional professional development.
3. There is a reduced training capacity in ELBs following the completion of INSET and as a by-product of the Review of Public Administration (RPA).

#### **Recommendations**

##### **There is a need for:**

1. A comprehensive audit of current practices, including a detailed profile of who is teaching citizenship, and their corresponding INSET credentials.
2. Continuous refinement of curriculum materials and other resources to reflect the contemporary and progressive nature of the citizenship curriculum.

## SECTION D: RECOMMENDATIONS

### Introduction

This section outlines the key recommendations emerging from the findings of the evaluation.

The future sustainability of citizenship education in schools is susceptible to three main influences. Firstly, the extent of political and educational commitment to this area and therefore the priority and financial support it receives going forward. Secondly, the future structure and work of support agencies, which is currently under review. Thirdly, it seems likely that more resources will be devolved to schools in return for which schools will be expected to make provision for their own in-school professional development.

These recommendations have therefore been structured to relate directly to the three policy groupings that each have an impact on the sustainability of citizenship education in Northern Ireland. They are 1) The Department of Education 2) The Teacher Training and Support Agencies and 3) Schools.

### 1 The Department of Education

Departmental support for the introduction of citizenship has been most visible in the allocation of discrete funding for INSET, establishing it as a priority within the preparatory work for the revised curriculum. If the investment made to date in introducing Local and Global Citizenship into schools is to achieve its potential, this commitment needs to be sustained. In light of its impact to date and its relationship to the success of broader social policies, the Department may wish to consider:

- Renewing the dialogue with key political and educational stakeholders with a view to arriving at a shared understanding of the meaning of citizenship within contemporary society and the priority it should have within education.
- Reviewing its own internal Departmental structures in order to clarify the alignment between the Community Relations and the Local and Global Citizenship agenda, and how this agenda should be taken forward.
- Making provision for :

- A detailed audit of who is teaching citizenship and their corresponding INSET credentials;
  - School Councils as a statutory requirement for all schools;
  - A recognized qualification for all who aspire to teach citizenship that becomes mandatory over time;
  - A school award or accreditation system to recognize and reward schools for their efforts.
- Continuing to monitor commitment to and accountability for citizenship education through school and support agency inspection.

## **2 Training and Support Agencies**

The findings have clearly indicated an ongoing need for support and training on citizenship and related issues to take account of the gaps in uptake and utility thus far, as well as respond to the evolving and progressive nature of the citizenship curriculum.

It remains unclear as yet how support services will be delivered in the future and service rationalisation will undoubtedly impact on the training offered to schools. Consequently, it may be important to consider access to training beyond the traditional boundaries of CASS support. It is important, however, that any review of options should be a collaborative exercise to ensure a common purpose and agenda, as well as to identify individual and organisational remits. In line with the ongoing rationalisation process, options for future training and support should include a commitment to:

- Consolidating the expertise of ELB, ITE and NGO personnel in order to make available a balanced programme of continuing professional development (including provision for theoretical, experiential and reflective learning) for those who need it. This is likely to require some dedicated personnel with a responsibility for citizenship within each regional area.
- Sustaining and strengthening the existing collaborative inter-Board forum (including future versions of this forum).
- Exploring the potential for ITE to become a stronger contributor to induction, early professional development and continuing professional development. As a pre-requisite, a common citizenship programme needs to be agreed across the four initial teacher training institutions (while still allowing for institutional specialisms if necessary).

- Forging greater strategic developmental partnerships with NGOs and other voluntary agencies and the teacher training institutions.
- Encouraging stronger partnerships between schools and NGOs, (with a proviso that the institutional autonomy of schools to plan and manage their own provision is respected).
- Encouraging greater collaboration and shared expertise within and between all schools (including primary schools and special schools).
- Sustaining opportunities for student teachers to experience citizenship education in schools as a key feature of their professional development.

### **3 The school environment**

The findings have clearly indicated that Education for Local and Global Citizenship has already made a significant impact on the understanding, attitudes and civic behaviour of pupils, and that input and support from senior management in particular was influential in determining how citizenship has been implemented in schools. In order to enhance the impact of citizenship education difference in the short, medium and longer term, school leaders and citizenship co-ordinators should have access to dedicated CPD to help them consider the breadth of commitment needed to engage fully with this agenda and the range of actions needed to respond to it. This should cover issues such as:

- The rationale for citizenship education as a central feature of the revised curriculum; its relationship to the ethos and practice of schools; and as a priority aspect of whole-school self-evaluation and development planning.
- The different elements of a whole-school citizenship education programme that are relevant to the needs of pupils, teachers and the wider community.
- The recruitment of teachers with specific expertise in teaching Local and Global Citizenship and informed approaches to teacher selection for both core citizenship teams and professional development.
- The identification of a core team that comprises willing teachers with a commitment to the principles of citizenship, with opportunities for participation across subject areas, as well as with beginning teachers and Heads of Year (including 6<sup>th</sup> form).

- The appointment of a co-ordinator, who is a member of, or is supported by senior management to ensure that citizenship becomes embedded within the school.
- Reviewing the nature and extent of democratic processes within the school and enhancing opportunities for civic and/or political engagement.
- Reviewing timetabling arrangements to allow for alternative and/or less prescriptive options that reflect the flexibility of the revised curriculum - for example, a fortnightly cycle, collapsed timetables and whole school and/or inter-class engagement.
- Planning for cross-curricular infusion that facilitates creative and alternative partnerships between subject areas and teachers.
- Developing assessment strategies that evaluate achievement beyond academic success only, and that accommodate the individual nature of pupil learning.

#### 4 Future Research

Some of the issues arising from this evaluation that may merit further **research** include:

- Investigation of the social, cultural, political and religious factors that influence how pupils engage with citizenship-related issues, and why differences exist between genders and across school sectors.
- Further exploration of identity (single and multiple) as a cohesive rather than a divisive social tool, including exploration of the conditions that compel or dispel enduring attitudes and behaviours, particularly in relation to religious, cultural and racial diversity.
- Consideration of the underlying causes of political apathy and associated strategies to increase interest.
- Current understandings of global citizenship amongst teachers, pupils and associated educational partners (including development agencies).
- Why global issues seem less appealing and the reasons for this perception.

- The extent to which local and global citizenship is addressed in other subject areas (for example, Geography, RE), or community activities.
- The extent to which local and global connections are applied as a key teaching strategy to address controversial issues.
- The extent to which the expertise of certain subject teachers might be better utilized in addressing the citizenship requirements.
- The causal factors that hinder teacher engagement with active methodologies.
- Successful local and international models of active citizenship (including those undertaken in the informal and youth sector) and exploration of their potential viability within schools.
- Additional opportunities for participative, community and service-based learning, including consideration of, for example, the Transition year model in the Republic of Ireland (or other comparable models), and potential opportunities within the remit of the Extended School programme.

## **Conclusion**

This evaluation raises issues that go beyond the simple question of whether or not the pilot project succeeded in the short term in making adequate provision for Local and Global Citizenship within the curriculum provision of post-primary schools in Northern Ireland. It has sought to evaluate the potential contribution of this intervention to the major challenge of achieving sustained peace and stability in Northern Ireland. It has raised questions about the extent of long term commitment to this and broader policy objectives, and how this might best be realised. It highlights the benefits of short-term evaluation in order to inform long-term policy and value for money returns on investment.

## Appendix 1: List of Participating Schools

Our Lady of Mercy Girls	Belfast
Assumption Grammar	Ballynahinch
St. Joseph's High School	Londonderry
St. Columb's College	Londonderry
St Benedict's College*	Randalstown
Our Lady & St. Patrick's College	Belfast
Belfast Model School For Girls	Belfast
Victoria College	Belfast
Bangor Grammar	Bangor
<b>Dromore High School</b>	Dromore
Ballyclare High School	Ballyclare
North Coast Integrated College	Coleraine
Drumragh Integrated College	Omagh
Clounagh Junior High School	Craigavon
St. Cecilia's College	Londonderry
Sacred Heart Grammar	Newry
St Joseph's College	Enniskillen
Holy Cross College**	Strabane
St. Malachy's College	Belfast
Cross & Passion College	Ballycastle
Lumen Christi College	Londonderry
Ashfield Girls' High School	Belfast
Enniskillen Collegiate	Enniskillen
Portora Royal School	Enniskillen
Ballyclare Secondary School	Ballyclare
<b>Ballymena Academy</b>	Ballymena
Erne Integrated College	Enniskillen
<b>Oakgrove Integrated College</b>	Londonderry
New-Bridge Integrated College	Banbridge
<b>Belfast Boys' Model School</b>	Belfast
<b>Beechlawn Special School</b>	Hillsborough
<b>St Mary's High School</b>	Craigavon
St Colmcilles High School	Crossgar

\* formerly St Malachy's, Antrim

\*\* formerly St Colman's College

## Appendix 2: Further Information on Quantitative and Qualitative Data

### *Quantitative data*

The quantitative aspect involved administration of pupil, teacher and senior management questionnaires, and a school survey. The pupil questionnaire was administered in a stratified sample of schools (N=33). Using the same stratified sample, a total of 27 schools completed the teacher/senior management questionnaires and 30 schools completed the short school survey. The responses from the school survey, teacher and senior management questionnaires were coded and recorded for analysis using SPSS and collated in a frequency distribution.

The total sample of schools participated in the first phase of the pupil survey. Questionnaire returns for later phases of the survey, however, were affected by unanticipated constraints attributed, variously, to the non-involvement of pupils in citizenship after Year 8; changes in the position of the citizenship co-ordinator; difficulty accessing pupils due to class re-structuring, and shifting institutional priorities. As a consequence, there were variable return rates for phase two (N=27), phase three (N=31) and phase four (N=26). A statistical technique, called repeated measures analysis of variance (ANOVA) was used to determine whether the differences among the mean scores over the four data collection periods were significant (i.e. to check that the differences were not simply the result of chance). A mixed factorial ANOVA (with between group and within group variables) was used to compare the responses of different groups (e.g. Protestant vs. Catholic; males vs. females) and any interactions between the religious affiliation or gender variables and time. An example of a gender-time interaction effect would be when the scores of the girls were increasing over time but the scores of the boys were static (or decreasing). The findings reported for the pupil questionnaire mostly relate to significant differences; any reported findings that are not significant are indicated accordingly. Full details of these analyses can be found in the technical report.

### *Qualitative data*

The qualitative aspect of the evaluation involved a series of interviews with a range of stakeholders, including pupils, teachers, senior managers, ELB officers, teacher tutors and student teachers. These interviews sought to explore individual and institutional experiences of and contributions to, the development of Local and Global Citizenship. Interview schedules remained sufficiently flexible to accommodate open discussion and the exploration of key issues. Interviews were analysed thematically to identify emerging and recurrent issues.

### *Nature of the data*

Although each evaluation sub-set was insufficient to be wholly representative of the discrete groups involved (pupils, teachers, student teachers, ELB officers and teacher tutors), collectively the overall cohort represented a larger data set than other studies in Northern Ireland to date. Consequently, it provided a multi-layered profile of perceptions about the introduction of Local and Global Citizenship that usefully validated and cross-referenced different viewpoints.



## Appendix 3 Statutory Requirements for Local and Global Citizenship in the Northern Ireland Curriculum

Need to access a clearer version of this page available at

[http://www.nicurriculum.org.uk/docs/key\\_stage\\_3/statutory\\_curriculum\\_ks3.pdf](http://www.nicurriculum.org.uk/docs/key_stage_3/statutory_curriculum_ks3.pdf)

### Learning for Life and Work: Local and Global Citizenship

The minimum content is set out below. The statutory requirements are set out in bold under the Key Concepts and Learning Outcomes. Additional non-statutory guidance and suggestions are set out in plain text and italics.

Key Concept - Diversity and Inclusion Exploring Diversity and Inclusion provides opportunities to consider the range and extent of diversity in societies locally and globally and to identify the challenges and opportunities which diversity and inclusion present in local, national, European and global contexts.	Key Concept - Human Rights and Social Responsibility Exploring Human Rights and Social Responsibility provides opportunities to understand that globally accepted values base ethics that reflects the rights, as outlined within various international human rights instruments, and responsibilities of individuals and groups in democratic society.	Key Concept - Equality and Social Justice Exploring Equality and Social Justice provides opportunities to understand that society needs to safeguard individual and collective rights to try and ensure that everyone is treated fairly.	Key Concept - Democracy and Active Participation Exploring Democracy and Active Participation provides opportunities for pupils to understand how to participate in and to influence democratic processes and to be aware of some key democratic issues and their role in promoting inclusion, justice and democracy.
<b>Pupils should have opportunities to:</b>  Investigate factors that influence individual and group identity, for example, age, gender, social class, ethnicity, community background, multiple identity, changing identities, etc.  Investigate ways in which beliefs, attitudes and group attitudes shape identity, for example, dress code, language, musical and sporting traditions, religious and political opinions, beliefs, etc.  Investigate how and why conflicts, including prejudice, discrimination, segregation and racism may arise in the community.  Investigate ways of managing conflicts and resolving community relations, for example, to resolve the specific tensions arising from diversity and multiculturalism and possible ways of promoting inclusion, for example, community relations work, shared facilities, sporting events, integrated education.	<b>Pupils should have opportunities to:</b>  Investigate why it is important to uphold human rights standards in modern democratic societies, including meeting basic needs, promoting well-being and groups of people.  Investigate key human rights principles, for example, the Universal Declaration of Human Rights (UDHR), the European Convention of Human Rights (ECHR) and the United Nations Convention on the Rights of Children (UNCRC), as a whole base.  Investigate why there is a right to be free of hatred or hatred in our society, for example, in relation to rights of gay rights, freedom of expression, movement, mode of protest, etc.  Investigate local and global issues where human rights have been seriously infringed, for example, child labour, prisoners of conscience, minorities where the actions of the state have been questioned or challenged, etc.  Investigate the principles of social responsibility and the role of individuals, society and government in promoting them, for example, in relation to addressing the issues in social areas, the key concepts.	<b>Pupils should have opportunities to:</b>  Explore how inequalities arise in society including how and why some people may experience inequality or order the basis on the basis of their group identity, for example, gender as in Section 25, the Northern Ireland Act 1998.  Investigate how and why some people may experience inequality or social exclusion on the basis of their marital circumstances in local and global contexts, for example, a divorce and related poverty, homelessness, the experience of refugees and asylum seekers, etc.  Explore how and why some people may experience inequality or social exclusion on the basis of their marital circumstances in local and global contexts, for example, a divorce and related poverty, homelessness, the experience of refugees and asylum seekers, etc.  Explore how and why some people may experience inequality or social exclusion on the basis of their marital circumstances in local and global contexts, for example, a divorce and related poverty, homelessness, the experience of refugees and asylum seekers, etc.	<b>Pupils should have opportunities to:</b>  Investigate the basic characteristics of democracy, for example, participation, the rule of law, protection of equality and human rights, etc.  Investigate various ways to participate in school and society, for example, school councils, peer mediation, model elections, volunteering, community action, involvement, lobbying and campaigning through NGOs, local councillors, MP or MEP, etc.  Investigate how and why rules and laws are needed, how they are enforced and how breaches of the law affect the community, for example, school rules, classroom discipline, age related law, the young person in the criminal justice system, etc.  Investigate at least from a range of viewpoints and suggestions that might be taken to improve or resolve the situation, for example, how to improve local youth services, enhance citizenship and, design a community garden, stop an anti-racist or anti-cultural racism or event, environmental education, involvement in campaigns on global issues such as education for All, for Trade, etc.
<b>Learning Outcomes</b>  The Learning Outcomes require the demonstration of skills and application of knowledge and understanding of local and global citizenship.  Pupils should be able to:	<ul style="list-style-type: none"> <li>research and manage information effectively to investigate citizenship issues, including using Mathematics and Using ICT where appropriate;</li> <li>show deeper understanding by thinking critically and creatively, applying problem-solving and making informed decisions, demonstrating using Mathematics and Using ICT where appropriate;</li> <li>communicate orally and in writing to develop the skills and fluency of their own;</li> <li>work effectively with others;</li> <li>demonstrate self-management by working systematically, persisting with tasks, evaluating and improving own performance;</li> <li>communicate effectively in oral, visual, written, mathematical and ICT formats, showing clear awareness of audience and purpose.</li> </ul>		

NB: Teachers may develop activities that combine many of the statutory requirements, provided that, across the day, all of the statutory aspects highlighted in BOLD (bold) are met.